



Pedagogical policy plan
Kinderopvang Heyendaal
2019

Contents

1 Introduction	3
2 Mission and vision	4
3 Educational principles	5
4 Pedagogical action	8
5 Child Development	10
6 Observing and following children	14
7 Parent contacts / parental involvement	16
8 Additional Policy	18
9 Conclusion	22

1 Introduction

This pedagogical policy plan reflects our vision and working method. It expresses how we deal with children and why we do it that way. We want to create an environment in which children feel safe, secure and trusted. Only then can a child discover the world around him, develop optimally, be open to contacts and have fun playing with other children.

The guideline for our work consists of looking closely at children and connecting and responding to the wishes and needs of children. Children who are seen and receive attention are children who develop self-confidence. Building on that self-confidence, they can develop further with us, in relation to other children, the pedagogical staff and the environment. That is the added value of childcare.

2 Mission and vision

Heyendael childcare is an organization located on the campus of the University of Nijmegen. Children of employees of Radboud University and Radboud UMC form the main customer group of Kinderopvang Heyendael. It goes without saying that children from the surrounding neighbourhoods are also very welcome!

Childcare is an important educational environment in a child's life. It supports parents in combining work, study and care for their children. Besides, we see childcare as the best possible place where children can discover themselves and the world around them. With more than 35 years of experience, Heyendael childcare is an established name in Nijmegen. We offer children a safe place where they find an abundance of challenges and are given every opportunity to grow. We do everything we can to keep our services at the highest level, where the dialogue and interaction between parents, children and the childcare centre remain a fundamental principle of our services.

Vision of the child

Every child needs and has a right to warmth, security and a sense of safety and trust. Under these conditions, a child develops optimally.

Every child has the urge to develop and blossom. Children are naturally curious and want to discover the world around them. By playing, watching, imitating, doing and trying out, they explore the world, learn new things and acquire new skills. Every child does that in their own way. It is the task of adults to guide them in this, to provide a challenging environment, to act as an example and to encourage them to explore their own possibilities.

We start with the child's individual needs while also watching the group interest closely. On the one hand, we respect the individuality and autonomy of the child, while, on the other hand, the child learns to cope with the daily rhythm of the group and to subsequently adapt.

3 Educational principles

The pedagogical policy plan of Heyendael childcare is based on the children. Safety, trust, development, having fun and playing are our core values when working with children. Our pedagogical policy plan is based on these core values and the four basic goals of the Childcare Act. We are inspired by the pedagogical vision of Reggio Emilia and the ideas of Thomas Gordon.

Core values

Safe and trusted

Every child needs a safe base to develop to their full potential. A child who feels safe and secure has energy to develop. We offer them this safety. Every child must be able to feel safe and secure with us and be allowed to be themselves.

Discovering and developing

Children discover the world around them while enjoying themselves. We align with the way children learn and offer them an educational and challenging environment. By giving them the freedom to explore and gain new experiences, the children have the opportunity to develop optimally.

Fun and play

When children feel safe and comfortable, they open up to new contacts. By having children play, try, watch and imitate, they gain new experiences and enjoy playing with each other.

Basic goals

Marianne Riksen-Walraven was the first Professor of Pedagogy in Childcare in the Netherlands. The question asking what children need in their first years of life for their well-being and development was put central. She formulated four important basic goals for childcare. These goals are included in the Childcare Act.

Heyendael childcare is based on these four basic pedagogical goals. We ensure that children feel safe and secure, offer them the opportunity to develop socially and personally and familiarize themselves with norms and values.

Reggio Emilia

Reggio Emilia has a pedagogical approach to the young child. Loris Malaguzzi (1920 - 1994) was a philosopher and is the founder of this method recognising the enormous talents and possibilities of the child with their natural curiosity and ability to learn in a fun way. That is why it is important that they are given the space to explore and go their own way. The educator follows and responds to what the child shows and what concerns him. For this, the educator must pay attention and listen to the children.

Thomas Gordon

In addition to Reggio Emilia's vision, we are inspired by the ideas of developmental psychologist Thomas Gordon (1918 - 2002). He developed a communication method for effective interaction with children. The main focus of this method is the development of a warm, open relationship with children, based on mutual respect and equality, through which children can develop into independent, resilient people.

We have chosen to work with this method of approach to children because it aligns with the way we look and listen to children. Our pedagogical staff are trained to work according to this method. They

support the children in their search for their own solutions and thereby increase the child's independence.

Horizontal groups

Heyendael childcare chooses to work with separate age groups. This helps us to respond in a better way to the needs and interests of the children and enables us to offer them development-oriented activities that suit their age.

Baby groups

Infants (0 to 1 year)

Rest, routine and predictability are very important for the development of the young child. Children must be able to trust and be comforted by a regular pedagogical employee when they are feeling sad. This offers them the security and confidence they need to dare and explore the world around them. Without being startled, distracted or rushed, they can discover the world around them, practice skills, gain experiences and process impressions.

Two or three permanent pedagogical staff members are assigned to an infant (0 years old).

At least one of these three pedagogical staff members is always on duty on the days that the child arrives at our child care centre. In addition to the "permanent face", other pedagogical staff can be arranged. The 'fixed faces requirement' does not apply to children with flexible days.

Toddler groups (1 to 2 years)

Rest, routine and predictability are important in this group as well. We take care of children of toddlers aged between 1 to 2 years in this group. Toddlers look for more diverse challenges than infants, such as climbing and running around. This group offers children more daring challenges and targeted activities. The pedagogical staff member provides stimulating game material which encourages development. The older children in the group are allowed more freedom and can play, for instance, in the hall under supervision. Children play together with their peers and go outside every day.

Preschool groups (2 years to 4 years)

Heyendael childcare attributes great importance to challenging children to stimulate their development in a fun way. The need for a more specific supply and building of development-oriented activities with children of the same age can be met within a separate toddler group. The activities can be prepared and carried out by the permanent pedagogical staff member in his own group. In addition, there is a daily activity in the joint hall, where the toddlers from the different groups can join. This stimulates playing together with other children as well as the mutual social contact of children. In this the children are being well-prepared for primary school.

Work-oriented theme

By working with themes we offer toddlers a rich learning environment and an extra challenge. All of the diverse theme activities lend themselves to the various development areas.

The pedagogical employees recognize talents, challenge and stimulate the children with activities that they themselves might not be able to choose as quickly. We think it is important that the chosen topics meet the experiences and perceptions of the children.

Playing and discovering outside the group (open door policy)

As children grow older, they need a larger living environment in addition to safety and security, which is why we regularly give children the opportunity to explore the space outside of the group. Children from different groups can play with each other in this way. This gives them literally and

figuratively more space and choices to shape their own development. Increasing challenges is meaningful when it is tailored to the needs of children.

Opportunities:

- There is a central hall on each floor where children can involve in a wide variety of activities. Sometimes activities are offered to them; and at other times, the door of another group is opened and children are invited under supervision to go in and join the group.
- Sometimes pedagogical staff asks if children from another group want to go outdoors.
- Children can play with another group if they wish.
- Children from the two neighbouring groups sometimes play together.
- There are several gardens and two roof terraces for everyone to use.
- On the first floor, there is a reading corner and a studio area.

Playing outdoors

We place high value on the importance of playing outdoors. Not only is playing outdoors good for one's health, but it also offers children a different kind of challenge to what they get indoors. Playing outdoors invites children to explore more, try things out, fantasize and explore boundaries, which is why we go out with the children every day, even with the little ones.

At Heyendael childcare, we consider it very important to come into contact with nature: the outdoor area is designed in such a way that there is always plenty to do. The ideal combination for children, sand and water is a must for all. In addition, we provide a vegetable garden which we take care of with the help of the children.

4 Pedagogical practice

The role of the educational worker

Educational staff are those responsible for the educational climate. Their insight and understanding of the children and the way in which they act largely determines the quality of our organization. They ensure that children feel safe and trusted, can explore the world around them, develop themselves further and enjoy their own abilities. That is why we describe the skills and qualities our pedagogical staff possess in this chapter.

Sensitive responsiveness

By looking and listening closely to a child, the pedagogical employee tries to understand what the child means. She is sensitive to the signals and responds in an appropriate way. The pedagogical employee does this by talking about emotions and feelings and articulating what a child is experiencing. Through their actions, pedagogical staff show that they understand and support the child.

Respect for the autonomy of the child

The children in the group depend on the pedagogical staff. Nonetheless, these children also need autonomy: to influence the things that happen around them, to have control of what happens to them. Every child can and may be themselves with us, which is why we think it is important that the pedagogical employee keeps an eye on all of the children and sees them as individuals. Here, the pedagogical employee offers the child sufficient space to discover the world around them and to develop themselves while simultaneously respecting their individuality. They do this by giving the child control and where possible give them the opportunity to come up with solutions, make choices or make plans. While doing so, they take the level of development of the child into consideration.

Offering structure and setting boundaries

To offer the children safety and to ensure that the day runs smoothly, the pedagogical staff member provides the children with structure through a fixed daily routine, rules and rituals. The pedagogical employee is reliable and predictable, creates clarity and explains rules. This involves showing the children in a respectful way what they expect from them in the group and ensuring that they adhere to these expectations. Solid structure and rules give the children a sense of safety and security and ensure that they feel secure. Rituals help the children remember the structure and know what is expected of them. Singing a song before eating is an example of such a ritual.

Talk and explain

Working with young children involves paying close attention to language development. Through language we teach the children to understand themselves and the world around them. The pedagogical staff communicates verbally and non-verbally with the children throughout the day. They are very alert to the initiatives of the child, listen carefully to what they are trying to tell and respond to this by answering, asking questions and enriching the children's language. They talk about what they are doing and what is happening. They also identify with the feelings of children and check whether they have fully understood the children's intentions. It is important that the pedagogical employee adapts to the level of understanding and interests of the child.

Stimulating development

The pedagogical staff member guides and encourages the children in a fun way to develop themselves in various areas. That is why the pedagogical staff give the children every opportunity to learn from each other, with their entire body, in their own way, and at their own pace. They encourage the children to explore and experience: feeling the paint is much more important than the final paintwork. They organize big and small activities every day, regardless of the context of a theme.

Supporting interaction

Children remain in a group within childcare. Gaining experiences with children of the same age in a fun way has a positive effect on the development of children. The pedagogical staff members ensure that children feel safe and comfortable with each other. They stimulate connectedness in the group and a sense of togetherness through rituals and full attention for all children, which is why we think it is important to positively stimulate and guide social interactions between children. In this way, we try to provide them with positive experiences and promote good social development.

5 Child development

Children have a natural urge to develop. Normal development is not only influenced by genes and hereditary factors, but also by the environment and surrounding culture. The influence of parents and pedagogical staff is great. The guidance is aimed at giving a child confidence in their abilities, providing support and continually presenting challenges and allowing them to discover them. We think it is important that children can develop as much as possible in their own way and at their own pace. The art lies in being able to find a balance between stimulating the entrepreneurial spirit of a child and protecting them during their journey of discovery.

In the first four years of his life, a child develops from a fully dependent infant into an independent child. Language, social-emotional development, exercise and cognitive development, develop side by side. During this period, children learn to adapt their egocentric behaviour to the social demands of their environment. At the end of preschool, the child can make contact with others, accept and understand rules, and stand up for themselves. At no stage in his life does one learn as much as in this stage. It is our mission to guide the child in this. We do this in a way that makes the child feel safe and secure. Only then can they develop optimally, be open to contacts and enjoy playing with other children.

In this part, we would like to show how we respond to children's development on a daily basis and how we support and guide the children, based on our pedagogical principles in combination with the four objectives of the Childcare Act and the pedagogical actions of our employees.

1 Emotional safety

The first basic goal that we strive to achieve is for the children to feel physically and emotionally safe. For children to develop optimally, that safe feeling is one of the most important conditions. A child who feels safe dares to try out new things, make and discover friendships. They, therefore, benefit from all the new opportunities and challenges that childcare offers them.

Hence we find it essential that children feel comfortable and at ease with us. We do this by creating an open and warm atmosphere in which everyone feels seen and can and may be themselves. We offer positive attention, respond to their needs by looking closely, listening and connecting to what the children have to tell us or what they show us. We do this by talking about emotions and feelings of the child and articulating what they are experiencing.

Offering regularity and structure in the daily routine are important conditions for a safe and secure feeling in children. Solid rituals, rhythms and rules ensure that children feel confident, which is why every day, to a certain extent, follows the same schedule. In addition, we believe it is very important to have harmonious cooperation with your home, which is why every child has their own mentor. We try to achieve this through a good transfer when picking the child up or dropping it off or if it is desired in a separate meeting.

When a child is new to our childcare, emotional safety needs to be fortified. For this reason, the pedagogical staff pay careful attention to the acclimatising of the children and their parents so that they get to know them and build a relationship with their parents. For this purpose, regular appointments are made with the parents addressing the situation and needs of the child.

In practice

Our pedagogical staff respond sensitively, readily and sympathetically to the children. They actively indicate that they understand the child and hence respond effectively.

Example:

A child stands behind a few other children who are colouring at the table. The pedagogical staff member observes and asks: *'Would you like to draw too?'* The child nods and the pedagogical staff member says: *'come, let's sit down and join them.'*

Our pedagogical staff respond to the children in a warm and supportive manner.

Example

One of the young children tries to walk during playing the free playing time in the hall. The pedagogical employee sees this and walks towards the child. She goes down on her knees and reaches out and says: *'Good, come over to me'*. When the child comes, she says, *'well done you'* and gives him/her a big hug.

2 Personal competences

The second basic pedagogical goal is to promote the development of children's personal competences. Only when children feel safe and trusted are they ready for this. This concerns both the development of children's personalities and the development of their talents. Personal competencies are the qualities enabling a child to cope with changes and problems, to learn to resolve conflicts and adapt to changing circumstances. It also means developing one's own identity. Developing talents is possible in cognitive, motor and creative fields.

We can assume that children develop by exploring, seeing and experiencing themselves.

Playing is the natural way for children to develop and discover their environment.

By playing, experimenting, watching and imitating, they gain experience and learn from spontaneous activities. Playing gives pleasure.

We consider it important to offer them all the space and possibilities they need so that they can develop in their own way. That is why we ensure that all our spaces are safe and designed in a creative and stimulating way. A sense of security enables children to discover what makes them scared or what they like, what they are good at and what they are not good at. In this way, the child gains confidence to expand boundaries and learn more new things. Often this happens automatically but sometimes encouragement is needed. We do this by giving the children careful attention, expressing appreciation and helping when needed.

Our pedagogical staff keeps an eye out for opportunities in all development areas. They recognize the importance of seeing and seizing these opportunities. They look at where the interest and involvement of a child lie and then respond to them appropriately. They connect with the experience of a child by following the child's initiatives and at the same time challenging them to push their boundaries, so they get to know their possibilities and become acquainted with activities or materials that they might not choose themselves.

In practice

Our pedagogical staff supports and encourages the development of the children. They are in line with the development pace of the child.

Example

Before they sit at the table, the pedagogical staff member says: *'We are all going to wash our hands, please pull up your sleeves!'* When he/she sees that a child is experiencing some difficulties carrying out this task, he/she asks: *'Do you find it difficult?'* When the child nods *yes*, the pedagogical staff member says: *'I can see it that is very difficult with those buttons'*. He/she loosens the buttons and says: *'now try again now'*. The child tries and when he succeeds he looks proudly at staff member. Our pedagogical staff challenges the children to push their boundaries!

Example:

There is not enough milk during lunch. The pedagogical staff member asks a child: *'Would you like to get a new carton in the kitchen?'* The child refuses and the pedagogical staff member asks: *'Do you find it a bit frightening?'* When the child confirms this, he/she responds: *'I understand that very well, would you like it if someone accompanied you?'* The child nods yes and the pedagogical staff member asks another child to go along with them.

3 Social competences

The third basic goal is that children can develop their social competences. Social competences are about contacts with others in all kinds of different situations. Children like to observe each other; they imitate each other and learn with each other. The group plays an important role here. They interaction with children of their own age; being part of a group and participating in group events offers the children a learning environment for acquiring social competences such as making new friends, playing together and sharing, taking each other into consideration and resolving conflicts. It gives children opportunities to develop into citizens who can function well in society. Children like to observe other children and subsequently learn a lot from each other, which is why we think it is important to positively stimulate and guide social interactions between children. In this way we try to give them positive experiences and promote good social development.

In practice

Our pedagogical staff actively involve the children in caring and organizational tasks such as cleaning and tidying up.

Example:

When it is time to sit at the table, a pedagogical staff member takes a large basket of cars and says: *'this basket is not yet full, who can help me fill it?'*

Our pedagogical staff also supervise positive interactions between the children. They actively help the children to develop social skills with group mates.

Example:

Three older are children playing with blocks. They are building a tower together. A younger child continually knocks over the newly built tower. The other three are agitated. A pedagogical staff member sees it happen and says: *'I see that you do not like that.... your tower is being knocked over. I think he/she would like to play with you. Is that allowed?'* When the children nod yes, the pedagogical staff member asks the child: *'would you also like to play with the blocks?'*

4 Values and norms

The fourth basic educational objective is the socialization of children. It is important that children get the opportunity to get to know the values and norms of the society they are part of. Culture transfer is also a part of this goal.

Different norms, values and cultural backgrounds come together within the groups. Knowledge of each other's background makes it easier for children to relate to each other. We help them with this by guiding them in their moral development and by learning norms and values. In addition, we believe it is very important to give the children the opportunity to familiarize themselves with the generally accepted norms, values and rules of our society so that they can abide by these.

From an early age, they must be given the opportunity to familiarize themselves with the culture - values and norms - of our society. Since the children's home is a broader society than the family, children here encounter the diversity of our society.

Our values and norms can be found in the rules of the group, the atmosphere and design of the rooms, the actions of the pedagogical staff and the way in which each one interacts.

The pedagogical staff member teaches the children to keep other children in mind and to help them find solutions. They pay attention to mutual differences and similarities.

Important values such as responsibility and togetherness are part of daily interaction and are reflected throughout the day in the behaviour of the pedagogical staff. During the day, they themselves are the children's role models following the way they look, talk, stimulate and adjust. Hence, they encourage the children to do things themselves, make their own choices and take care of the group together. They explain, set rules and express the expectations they have for the children.

In practice

Our pedagogical staff play an exemplary role in speaking and acting. They treat the children in a respectful way and are aware of this unique role.

Example:

A child calls out to the pedagogical employee: *'I am thirsty'*. The pedagogical staff member responds by saying: *'If you are thirsty and you really want something to drink, how do you ask for this?'* The child replies: *'May I have a drink, please?'* and the staff member replies, *'Well done'*. The pedagogical staff member gives the child something to drink and says: *'Here it is'*.

6 Observing and following children

At our childcare children receive the attention and care they need to develop optimally. Pedagogical staff observes children closely, which allows them to tailor their approach to the needs and possibilities of the children individually and as well as in a group. During the time that the child is with us, their development is closely monitored.

We like to know if the child feels comfortable and whether the development is going well. Our employees are alert to signals that this is not the case which creates concerns regarding a child.

When bringing and picking up the children, there is an opportunity to talk with parents about the child. In addition to these brief moments of consultation, we consider it is vital to occasionally have more extensive time to talk with parents about the development of their child.

Every child is assigned their own mentor

Every child is assigned a mentor. This will always be a pedagogical staff member present in a permanent group. At the intake before the start of the childcare period or during the introductory interview at the start of the toddler / toddler groups period, parents are informed about which pedagogical staff member is assigned as mentor to their child. The mentor follows the child very specifically, is the contact person for the parents, as well as the contact person for colleagues and institutions, ensures the child's well-being and is responsible for the childcare to school transition. The mentor ensures that other employees are aware of arrangements they make with the parents, such as sleeping habits and what the child may or may not eat. Two months after the child starts participating in the group, the mentor makes an appointment with the parent to discuss how their child is doing and how they have experienced it so far. After that, observation will take place twice a year in which, in addition to the well-being of the child, attention is also paid to the child's development in the various areas.

Observing and signalling

We believe it is important to follow all children in their development so that we can continue to connect well and respond to the needs of the child. For these observations, we have opted for the **KIJK** method: a method that looks at the well-being of the child as well as at all developmental areas. The child's mentor regularly observes the child's development during care moments, creative and exercise activities and playing times. She records her findings twice yearly, so that we can get a good picture of the development of the child. Once a year there will be a discussion with parents in which the findings of the pedagogical staff member are discussed and the parents are given the opportunity to express their own points of view.

Children who stand out

Sometimes it occurs at our childcare centre that parents ask for our help about their child or that they have concerns about their child's development. There can be a variety of reasons. If a pedagogical staff member identifies something out of the ordinary, they will always discuss this with their colleagues in the group and inform the location manager. In such a situation we think it is important to meet the parents to discuss what the possible causes might be. For instance, we may decide to observe a child more closely. Sometimes the problem resolves itself. It is also possible that we make an appointment with the parents about a certain approach, which we evaluate over time. If it turns out that the child is not improving, we will consult the parents about whether or not we feel we should consult an expert. This can be the GGD (Municipal Health Services/ Childcare), a GP or doctor from the consultation office or a referral to the Integrated Early Child Assistance or Youth Care Agency.

Children who need extra care

Children who require extra care are welcome at our childcare centre. There are many benefits associated with integrating children who need extra care with the other children. Children who are a bit behind in one or more development areas are encouraged by the other children. Moreover, all children learn to connect with children who are different. Educational staff members stimulate contact and their understanding of each other. Sometimes parents are perplexed about what exactly is going on with their child, making the move towards a special facility a daunting one.

Child abuse alert system

Within Heyendael childcare, we work according to the alarm reporting code for child abuse. We are alert to signals both of abuse by external parties and also within the Heyendael centre. One attention officer has been appointed at the Kinderopvang Heyendael. This officer plays a special role in detecting and recognizing early child abuse, and is required to attend additional training courses to properly apply the latest insights in this area. The measures aimed at the four eyes policy play an important role in the prevention of child abuse.

Continuous line

Heyendael childcare focuses on the development and well-being of young children between the ages of 0 and 4 years. We are a link in the numerous facilities that deal with development stimulation, health, parenting and education.

For every child attending elementary school, two to three months before the transition time, a transfer booklet "**All Children in Focus**" is completed by both parents and mentor, supplemented by a report from our child monitoring system named Look! Parents receive the "**All Children in Focus**" transfer booklet and take it to the elementary schools. For the transfer to the BSO, a copy of the transfer booklet is made, which is also given to parents. On receipt of this transfer data, parents sign a form for the declaration of personal data of their child, indicating that the data within Heyendael childcare has been given to them.

If there are any concerns about a child, there is the possibility of a cordial transfer to the school. In a personal meeting with the teacher, the mentor will discuss care and other important topics. For this, permission is always first requested from the parents.

7 Parent contacts / parental involvement

Not only the child but also the parents are very important for Heyendaal childcare. Because we play a role in parenting together with the parents, we strive for good harmony between the child, the home and the childcare, which is why we actively work on building good relationships with parents. We think it is important that parents feel welcome from the beginning. We are open in our contact with parents. We inquire about their expectations and are respectful and interested in the things that they consider important in the education of their child and try to take this into consideration as much as possible.

Intake

Consultation between parents and our childcare centre takes place at various times: during the introductory meeting with the group. In an introductory interview, the pedagogical staff member informs the parents about the general affairs at the childcare centre and parents provide specific information about their child and parenting at home.

Acclimatizing

The adjustment period is an important phase. Parent and child can complete the adjustment process at their convenience. Agreements on this are made with the pedagogical staff members of the group. For children it is important to be given ample time to get used to going to childcare or moving to the next group, to the pedagogical staff, to the other children and to the group room. A period of adjustment gives children time to build up a relationship of trust with the pedagogical staff, so that they feel safe within the group. A child can visit the group several times during the adjustment period.

Acclimatization is not only important for children, but also for parents since they have to surrender care and upbringing to another group. We strive to give parents a good feeling about the childcare during the adjustment period and to give them confidence that their child is in good hands. Children who switch to an infant or toddler group will also be given the time to acclimatize, whereby their presence in this group is established. The permanent pedagogical member will initially come to the group. The time that the child spends in the new group is gradually increased, while the presence of their own pedagogical staff member is gradually decreased. We constantly observe the needs of the child during acclimatization periods. Parents are not obliged to be present, but are very welcome to visit the new group.

Transfer

The daily face to face conversations at the beginning and end of the day are very important to us. When the child is brought to our centre, the parent will communicate any points of special importance, allowing the pedagogical staff to respond appropriately. There is also a transfer of information at the end of the day. The pedagogical staff member tells the parents what happened during the day and whether there are any peculiarities that need to be communicated. When children go to extended care, we ensure a good transfer.

Parental involvement

A close involvement of the parents in their child's care in the group enriches the atmosphere and reduces the distance between the world of childcare and the world at home. Parental involvement is further moulded by, among other things, helping with themes, reading aloud and organizing parties. We also greatly appreciate the presence of a parent on their child's birthday. Various parent meetings take place at the childcare centre. During the meetings, practical or weighty matters are discussed depending on the wishes of the parents. In addition, each group can, for example, organize an outing or picnic. Every year activities take place in which all parents and children can participate,

such as the summer party or Christmas party. We also offer parents information via our website and the Parent Portal.

Parent committee

Besides parental involvement, participation of parents is also an important topic. This committee advises the location manager on the workings of the location. In addition, they advise management on matters that concern Heyendael childcare as a whole.

8 Additional Policy

In this part of the pedagogical policy plan, we focus on a number of important organizational issues that determine the way we work. We try to ensure that all preconditions that are necessary to achieve an optimal educational climate are present.

Professional / child ratio

The Childcare Act lays down rules for the maximum number of children present at the same time that one pedagogical employee may have within a group. Heyendael childcare uses the legal frameworks for maximum size and age structure of the groups, as laid down in the law. They are as follows:

- One pedagogical employee per three children aged up to 1 year present
- One pedagogical employee per five children aged from 1 to 2 years present
- One pedagogical employee per eight children aged 2 to 4 years old present

When placing the children in the groups, a balanced composition of the group is taken into account. The number of children and the pedagogical staff per group are calculated based on the age of the children. We use the calculation tool of the national government when compiling the groups.

The group

Heyendael childcare believes it is important for children to be able to explore the world from a safe, trusted base, which is why all children are classified in a base group. Each group has its own trusted group space with permanent pedagogical staff responsible for supervising the children. They are also the point of contact for parents. We strive to link fixed childcare personnel to a location. These employees replace the pedagogical employees who are ill or on leave.

Childcare does not take place in the permanent parent group in the following situations:

- When a child becomes acquainted with the new group. This is done in consultation with parents.
- When there is a low child attendance in the group, groups are merged. Parents are informed about this in advance.
- If extra care has been requested by the parents and this, taking into account the BKR, cannot be realized in the parent group. This is requested in advance by the parents via the Parent Portal.
- With the extended childcare at the beginning and the end of the day.
- In case of calamities. Parents are informed about this afterwards.

Merging groups

On days when there is not a full attendance in the groups, groups work together. The children of one group sometimes play in the group room of another group. They visit the group together with their usual pedagogical staff member.

Occasionally availing of extra childcare day (part)

Heyendael childcare offers parents the opportunity to occasionally make use of extra childcare for their child. We apply the following policy in this matter: in principle, the extra childcare day takes place in our own group. Placement of children is only possible when the maximum group size and the pedagogical employee child ratio of the group are maintained. The extra day care must always be requested by the parents in advance via the Parent Portal. If placement in one's own group is not possible, it will be discussed whether a placement in another group is feasible for this child. This is always done in consultation with parents and is confirmed in writing in the Parent Portal.

Other people who directly support the groups

Two "employee support groups" work at our location. They perform supporting activities, so that the pedagogical staff of the group can spend more time with the children. They take care of the tidying and cleaning of the kitchen, the preparation of meals and fruit snacks. In addition to the employee support groups, we have a cleaning company that cleans our childcare centre at the start of every day.

Utilization of trainees

Heyendael childcare is a learning company recognized by Calibris and offers a number of BPV places (professional practice training) at their childcare centre every year. This concerns students who are studying to be educational staff members or who are following the Helping Care & Welfare course. We believe it is vital to offer students aspiring to a job in childcare a good learning environment. The starting point is that the presence of a trainee must in no way harm the pedagogical quality and thus the safety of the children and that the guidelines for the utilization of trainees in relation to the Pedagogical Employee / Child Ratio are always dealt with correctly. An intern who has yet to learn the profession should be given the opportunity to observe and learn from permanent pedagogical staff. They will also have to be coached in pedagogical matters.

That is why it is a condition that there is sufficient time to guide the trainee, and this is done by an experienced pedagogical employee. In addition attention must be given at all times to the responsibilities that the intern can and may bear. Parents are informed at the location about the presence of trainees.

In addition, a vocational supervisor works at Heyendael childcare. The vocational supervisor is the contact person for trainees at our centre.

Three-hour arrangement

Heyendael childcare uses the three-hour arrangement system when planning pedagogical staff. The three-hour arrangement system means that fewer pedagogical employees can be utilized at certain times during an entire day care. A maximum of 3 hours with fewer staff is allowed during one entire day. That said, at least half of the number of pedagogical staff required must be nonetheless present. Outside the times stated below, we do not deviate from the BKR.

At Heyendael childcare, children take priority over rules. If the children's routine demands it, we will probably pause a little earlier or later. We trust that you appreciate this and that we can explain it to the GGD.

On Mondays and Wednesdays, the *Uilenboom* group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Tuesdays and Thursdays, the *Uilenboom* group times may deviate from:

deviation between:	08.15 – 08.30	
	08.45 – 09.00	
	12.30 – 14.30	
	17.00 – 17.15	
	17.30 – 17.45	

On Mondays the *Berenbos* group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Tuesdays and Thursdays, the *Berenbos* group times may deviate from:

deviation between:	8.15 – 08.30	
	8.45 – 09.00	
	12.30 – 14.30	
	17.00 – 17.15	
	17.30 – 17.45	

On Mondays, Tuesdays, Wednesdays and Thursdays, the *Vuurvlinder* group times may deviate from:

deviation between:	08.15 – 09.00	
	08.45 – 09.00	
	12.30 – 14.30	
	17.00 – 17.15	
	17.30 – 17.45	

On Fridays *De Vuurvlinder* group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Mondays, Tuesdays, Wednesdays and Thursdays, the *de Nachtegaal* infant group times may deviate from:

deviation between:	08.15 – 08.30	
	08.45 – 09.00	
	12.30 – 14.30	
	17.00 – 17.15	
	17.30 – 17.45	

On Fridays *De Vuurvlinder* infant group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Mondays, Tuesdays, Wednesdays, Thursdays and Fridays *De Boomhut* group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Mondays, Tuesdays and Thursdays, the toddler groups *Zwaluwnest*, *Walvisbaai*, *Kickersprong* en *Dolfijn* group times may deviate from:

deviation between:	08.15 – 09.00	
	12.30 – 14.00	
	17.00 – 17.45	

On Wednesdays and Fridays, the toddler groups times *may* deviate from:

deviation between:	08.15 – 08.30	
	08.45 – 09.00	
	12.30 – 14.30	
	17.00 – 17.15	
	17.30 – 17.45	

9 Last but not least

The Heyendael childcare logo is a kite. The kite symbolizes the way we see our organization and enjoy the development that children experience through us.

Heyendael childcare is a colourful and playful organization constantly on the move. Children happily go there.

Like a kite in the sky.

Fun and trust, playing together, experiencing and perceiving: every child follows their own path, accompanied by their talents, interests, curiosities and creativity, all of which must be recognized and encouraged.

Just like the kite that flies in the wind, sometimes plummets and then climbs up again, enabled by some string movement.

We strive to keep moving and connecting with the experiences and perceptions of the children in the same way as the kite flying to the wind and the (weather) conditions of that moment.

We watch and listen to the children and give them the opportunity to discover for themselves.

Enjoy the kite flying in the air.