

Childcare centre Pedagogical Action Plan



DISCOVERING BY PLAYING TOGETHER



Table of contents

Being different	5
Primary Years Programme (PYP)	7
Extra activities	7
Pedagogical vision	8
Main aims of our vision	9
1. Guiding children within an environment of emotional safety	9
2. Encouraging children to get to know themselves and have, or develop a positive sense of self-worth (personal ability)	11
3. Encouraging children to benefit from playing together in a group (social skills)	12
4. Teaching children standards and values	13
Other matters	14

General information

True Colors Rijswijk Childcare Centre (TCR)

TCR has six groups spread over two floors. Downstairs, there are four childcare core groups and a play area. Upstairs, there are two childcare core groups and a play area. All childcare groups are vertical. This means we work with children up to 4 years of age. A maximum of 12 children can be cared for per group. They are led by two early learning experts.

All members of staff have at least:

- An MBO 3 level diploma
- 3F Dutch
- A valid first aid or emergency first response certificate

A number of members of staff also have B2 English.

We also work with interns. They have a certificate of good conduct, are registered in the register for persons active in the childcare sector for continuous screening, and are always supervised by our permanent members of staff.

Childcare

Ratio of staff to children (BKR)

If, on occasions, there are fewer children than normal, we use the calculation tool* to calculate the number of members of staff necessary in relation to the ages of the children and to comply with legislation.

* Based on the legal regulations and the corresponding GGD (City Health Service) assessment framework, this calculation tool indicates what the teacher-child ratio should be. <https://1ratio.nl/bkr/#/>

We may deviate from this ratio between the following times:

7.30 am - 9.30 am

1.45 pm - 2.45 pm

4.30 pm - 6.30 pm

There are no exact times for breaks. We are guided by the rhythm of the children. As a result, members of staff sometimes start their break 15 minutes later than usual.

Core group

Occasionally, situations arise where a child has a 2nd core group/base group. For example, if there isn't enough room yet in a group for all the days a child attend childcare, when a day is exchanged, or when members of staff are ill. We discuss this during the intake meeting, or when necessary. This is something that you, as a parent/guardian agree to when registering your child.

At our childcare centre, we have a policy of structurally merging some groups on Wednesdays and Fridays. This decision is based on the fact that fewer children attend childcare on these days. By merging the groups, we can make more efficient use of staff while maintaining a safe and familiar environment for the children.

As an emergency measure, we sometimes accommodate children in another core group, to avoid closing a group. We always comply with the relevant requirements:

- We have taken all other possible actions
- Our childcare provision remains sound
- Our methodology remains clear to the members of staff, parents/guardians and the parent committee, and has been communicated to them
- We record and evaluate any deviations
- We always ensure the stability and emotional security of the children

We accommodate children in another core group if there are fewer children, or if there aren't enough members of staff available. This decision is always communicated to the members of the team, parents/guardians and the parent committee. The manager maintains demonstrable insight regarding the situation and has final responsibility.

Members of the team

When the set members of the team are sick or on leave, we try to use the same replacement, either internal or external, from our own childcare centre or from within Kinderopvang Morgen. If the situation lasts longer than four weeks, we review the pedagogical approach in practice. This is to comply with legislation, meet our pedagogical standards, and also to avoid closing a group. We always ensure that our foundation of general and pedagogical safety is maintained. This is evident during handover between members of staff and to and from parents/guardians, during our daily working routine and in our professional conduct for which we have been trained. We ensure transparency with respect to the stability for all children in our dialogue between members of the team and with parents/guardians and the parent committee,

Mentor

Each child has a mentor. This person is one of the group's set members of staff. The mentor conducts the intake interview, observes the child, writes observation reports twice a year and is present during parent meetings. Once completed, the observation form is given to the parents/guardians. It is discussed with the parents/guardians once a year during the parent meeting. It can also be discussed more often if parents/guardians feel the need to do so.

To help children acclimatise, we follow our work instructions and make agreements with the parents/guardians. In there are any questions or concerns about a child's development, we discuss these with the parents/guardians and make any necessary agreements. If necessary, we can always request support from our pedagogical coach, managers or pedagogical members of staff. We can also make referrals to the child healthcare centre or the youth and family centre.

Once every 8 weeks, the pedagogical coach holds a group meeting with the members of staff from each group. During these meetings, the children's development is discussed and we look at how we can further tailor our care and activities to each child's needs.

The observation forms are given to the parents/guardians when their child goes to school. They can decide whether to pass these on to the school.

Being different

TCR is aimed at internationally oriented families, both from Dutch and foreign backgrounds. Our parents/guardians come from all over the world. The members of staff, therefore, communicate with the parents/guardians in English or Dutch. The children are often brought up bilingual, and sometimes even tri- or quadrilingual.

Due to the international background of many parents/guardians, there are two groups at TCR offering a bilingual approach. When registering, parents/guardians are asked for their preference. Based on their specific circumstances, and under the conditions set by the Dutch Childcare Act, they can opt for a Dutch-English group: Clovers or Daffodils. If these parents/guardians are staying in the Netherlands for a longer period of time, they often choose to send their child to an English-speaking or international school.

To ensure the children feel safe and know the structure within the bilingual approach, we have early learning experts who only speak the agreed language with the children. This means some staff speak exclusively Dutch with the children, while others only speak English to them. The English speaking members of staff have at least English level B2.

Parents/guardians who are going to be staying in the Netherlands permanently and who will send their child to a Dutch-speaking school will choose a Dutch-speaking group, to ensure better continuity when their child goes to Dutch primary school. The Daffodils and Clovers groups have a Dutch-speaking and an English-speaking early learning expert, who talk to the children throughout the day. The English-Dutch split is about 50/50. If an early learning expert is absent for a short time, we try to solve this by using a rotating member of staff with the appropriate language level.

If a member of staff leaves our childcare entirely, we post a vacancy for an early learning expert who speaks the same language as the one who left.

In exceptional situations, such as a sick member of staff or when fewer members of the team are deployed due to fewer children, it's possible that only Dutch or English will be spoken on that day. However, as described above, we do aim for a 50/50 ratio. Research has shown that a child is capable of learning multiple languages at the same time. This is why we encourage parents and guardians to speak their native language with the child. This helps children learn new languages based on the structure and grammar of their first language.

Parents/guardians bring their own cultures and expectations with them. These sometimes differ to the Dutch standard. Communication plays an important role here. We inform parents/guardians about our methodology and we familiarise ourselves with their culture. A relatively high number of children attend TCR four or five days a week. As a result, the role of the members of staff in the child's upbringing and supporting parents/guardians is significant.

Different cultures have their own expectations about food. In this, we follow our work instructions on nutrition. We provide a hot lunch every day. More information about our nutrition policy can be found in the intake file.

In addition to working on the children's development and care, we offer extra activities such as PE for toddlers and music lessons. More information on this can be found under the header 'Extra activities'.

TCR is the place where parents/guardians, children and members of staff meet and connect. This is reflected in the design of the building: with central areas where children can play together and engage in activities, and where parents/guardians can meet and talk with one another.

Primary Years Programme (PYP)

Our methodology has been inspired by the PYP since 2019. This internationally oriented baccalaureate helps prepare children to be independent and confident for when they go out into the world. The aim is to encourage children to look at the world with an open mind, with respect for each other, for our natural environment and everything in it.

We encourage the children to explore and gain experience within the following themes:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organise ourselves
- Together in the world

Each theme lasts for 10 weeks and we set goals which we work towards during the theme. Based on these goals, we offer activities in which the children can participate. These activities take into consideration the child's age and interests. During their development, children work on different skills. The PYP differentiates these as follows:

- *Social skills*: Children learn to work together, resolve conflicts and respect each other.
- *Communication skills*: Children expand their vocabulary, listen to each other, use non-verbal communication and can express their ideas and feelings.
- *Self-management skills*: Children work on their gross and fine motor skills. They learn to organise, and to follow and recognise routines.
- *Research and thinking skills*: Children learn to solve problems, formulate questions, observe and analyse.

Extra activities

At TCR, we believe it's important to offer something extra. This is why the following activities are given each week by external teachers:

- Music for children up to 4 years
- PE for children between 2 and 4 years

If the staff-to-child ratio allows, members of staff will go on excursions with the children. Either by foot, with the Morgen bus or by public transport. Members of staff driving the Morgen bus have a Dutch driving licence and an additional certificate.

Members of staff also do extra 3+ activities for the children who no longer need to sleep during lunchtime and who will soon be going to school.

Pedagogical vision

Kinderopvang Morgen has drawn up a pedagogical vision for its childcare centres. We have recorded additional pedagogy aspects from our childcare centre in this document.

The TCR vision:

"True Colors Rijswijk (TCR) is the most colourful place in Rijswijk and surrounding areas for children to develop into social and independent global citizens. TCR is also offers a safe and warm environment for their parents/guardians".

Our key words: Connecting, colourful and passionate.

Our four basic aims are:

1. Offering emotional safety that contributes to the child's wellbeing. Feeling safe is a prerequisite for a child being able to go out and explore, and for their personal growth.
2. Stimulating the children's own abilities: encouraging them to discover their skills and interests and helping them have a positive sense of self-worth.
3. Stimulating the children's social skills: encouraging the children to benefit from playing together in a group.
4. Teaching the children values and standards: to recognise boundaries and what others expect from them.

Independent discovering

Within our vision, we work with the open doors methodology. We structurally offer children the opportunity to meet other children outside their own group area, discover other play resources and participate in the activities on offer.

It's not natural to only play in one area all day. So, children are given the opportunity to explore and discover. With the open doors policy, members of staff give children the opportunity to explore the environment outside the group area during the day. This includes playing outside or playing in the hall or splash area with other children from other groups.

We attach great value to outdoor play and do this at least once a day. We ask for your understanding for the fact that we go outside in almost all weathers. Even when it's raining or cold. We always make sure the children are suitably dressed.



Main aims of our vision

Under the header 'pedagogical vision', we discussed the four main aims within our vision. Here is an explanation of these four main aims.

1. Guiding children within an environment of emotional safety

Providing a sense of safety. A sense of safety supports the individual wellbeing of children, and is the basis for other developments. When a child feels safe and 'at home', they have the confidence to open up, make contact with others, and to experiment. Members of staff actively work on building a close relationship between the early learning expert and the child by picking up the signals the child is giving (sensitivity) and reacting in the appropriate manner (responsiveness). A predictable daily rhythm, the design of the classrooms, and the presence of familiar classmates and members of staff also contribute to providing a sense of safety.

Agreements

Interaction with children at the childcare centre

- We work with a structured daily rhythm. This offers the children safety and stability.
- Members of staff generally follow the same rules. This provides the children with clarity and supports emotional safety.
- Members of staff specifically name a child's feelings, such as joy or sadness, as much as possible during communication.
- Legislation states that babies younger than 1 year must have two familiar faces. For children aged 1 to 4 years, there should be three set members of staff.
- Each child has their own mentor in the group.
- The member of staff takes time for every parent/guardian. This gives each child and parent a sense of familiarity. This includes providing more information about the child than simply their sleeping and eating habits. For example, about the activities, playing with other children and any other situations that are fun or stand out.
- The materials and play corners have a permanent place as much as possible within the hall to support the emotional safety of the children.
- The members of staff will join in with the children in the different play corners and support the children during play. This enriches the children's play.
- Members of staff give undivided attention to each child entering and leaving the class. They show they are glad to see each child.
- Members of staff not only focus on the group as a whole, they also recognise the needs of the individual child.

Babies (0-1 year)

- There is a special safe and quiet corner for babies in the group classrooms.
- There are moments during every day where the babies discover the world around them by playing together.
- A trusting relationship between the baby and members of staff is stimulated by the member of staff reacting sensitively to the baby.
- Members of staff make regular eye contact with the baby.
- Members of staff name the actions they are carrying with the baby, so that the baby knows what is happening. Staff also use different intonation.
- Members of staff regularly give the babies individual attention.
- Bottle and breastfeeding are done in a 'quiet' place, so that the baby can be given all the time and attention necessary.

Collaboration between the childcare centre and parents/guardians (and other children involved in the child's upbringing)

We ask parents/guardians to:

- Take note of the screens showing which member of staff is present that day. You'll find which core group your child belongs to on the photo tree and on the TV-screens by the hall entrance.
- Give time and attention to bringing and collecting their children.
- Bring and collect their children outside of our the daily schedule i.e. before 9.30am and after 4.30pm, or inform the members of staff if they need to bring or collect their child at a different time.
- Make time for an annual meeting to discuss our observations of their child. This helps us align the care and support we offer a child as much as possible with the wishes of the parents/guardians.

Corresponding PYP skills

The themes of the PYP also include supporting children's emotional safety.

By working on social skills, the child becomes more confident and feels safer in the group. We encourage contact and acknowledge when things go well.

We also work on their independence through self-management skills. Children learn routines and we let them do as much as possible on their own. We acknowledge when they succeed, which boosts their self-confidence and sense of security.

2. Encouraging children to get to know themselves and have, or develop a positive sense of self-worth (personal ability)

Each child is given the opportunity and space to experiment with their own possibilities according to their development phase. This teaches them their own boundaries and contributes to a child developing a positive sense of self-worth.

Children are challenged through discovering by play. Learning through experience is important. This teaches children to judge what are responsible risks themselves.

Agreements

Interaction with children

- Children are encouraged to dress and undress themselves, walk up and down stairs on their own, make their own sandwiches and to go to the toilet.
- Children can choose which activity they want to do during play times and the members of staff support them in their chosen activity.
- Children should get the chance to make mistakes and try to find solutions to problems. Members of staff support them in this where necessary.
- We will name a child's positive actions and compliment the child on their achievement.



Collaboration with parents/guardians (and others involved in the child's upbringing)

We ask parents/guardians to:

- Give positive reactions to their child's activities.
- Also simulate their child's independence at home when they're getting dressed and undressed, preparing food (making their own sandwich) and becoming potty trained.

Corresponding PYP skills

The themes of the PYP also include supporting children's personal competences.

We work on a child's independence through self-management skills. Children learn routines and we let them do as much as possible on their own. We acknowledge it when they succeed.

This boosts their self-confidence and increases their personal competences.

We also teach the children to solve problems by themselves by working on their research and thinking skills.

Outdoor play area

TCR has designed the outdoor play area and roof terrace with natural materials (for natural outdoor play). We make an effort to go outside every day with the children. We ask for your understanding for the fact that we go outside in almost all weathers.

Excursions

The children leave their base group or core group every day to play in the passage or outside. They sometimes go on an excursion in the neighbourhood. These excursions can happen either spontaneously or are organised in advance. This is done in accordance with the relevant internal work instructions. Parents/guardians can view these work instructions, or request a copy.



3. Encouraging children to benefit from playing together in a group (social skills).

We recognise the added value of being together in a group when it comes to getting to know and respecting others, and standing up for yourself. By discovering through playing together, these skills are stimulated within the group when children help each other, tidy up toys and celebrate special occasions, for example. In addition to their own group, children also spend time with children from the other groups, as well as during PE and music lessons.

Agreements

Interaction with children

- Members of staff set an example for the children.
- Because we work with vertical groups (0-4) at TCR, the younger children learn from the older children, and the older children learn to take the younger children into account. Siblings can also be put into the same group.

Collaboration with parents/guardians (and others involved in the child's upbringing)

We ask parents/guardians to:

- Arrive on time and make time to ensure a good hand-over. It's important that the hand-over is kept as brief and clear as possible: both in the morning, when saying goodbye to the parent/guardian, and in the evening when saying goodbye to the staff.
- Have an exemplary role. This is why we greatly value our discussions about agreements regarding your child.

Corresponding PYP skills

The themes of the PYP also include supporting children's social competences.

By working on social skills, the child becomes more confident and feels safer in the group. We encourage contact and acknowledge when things go well.

We also work on a child's communication skills. The children learn to express their ideas and feelings, and to use both verbal and non-verbal communication. They are also taught to listen to others.

4. Teaching children standards and values

Integrating standards and values is part of the child's moral development. Within the group and when discovering by playing together there are many occasions when these can be learned.

Agreements

Interaction with children

- It's important that it's clear to the children which rules apply to the group and during activities: what is and is not allowed. Repeating the rules is important. This mainly concerns rules that apply between children, such as taking toys off another child, or regarding comforting each other.
- Members of staff have an exemplary role in instilling standards and values and should be aware of this in their interaction with the children, colleagues and parents/guardians.
- Children are encouraged to care for plants and animals.
- The children's hands and faces are washed at regular times during the day, whereby children are given as much opportunity as possible to trying to do this themselves.
- During lunch and at other eating and drinking times, members of staff regularly offer the children new products with different tastes.

Collaboration with parents/guardians (and others involved in the child's upbringing)

At TCR we aim to meet the wishes of parents/guardians as much as possible regarding standards and values from other cultures. We also expect their understanding for the standards and values that we at TCR find important. For example:

- We offer a hot meal every day.
- We believe it's important to go outside in all weathers.
- We ask parents/guardians to use the overshoes provided when entering the building.
The children in the upper groups are allowed to go upstairs without overshoes and without taking off their outdoor shoes. This is for their child's safety on the stairs.

Corresponding PYP skills

The themes of the PYP also include supporting children's standards and values. This is reflected in all the skills we work on. The social skills and communication skills are aimed at working on what and how to say something to another person. The self-management skills teach the children about the routines we maintain, as well as about hygiene, etc. And with research and thinking skills, children explore their limits and what can and cannot be done.



Other matters

Extra days

In accordance with the internal agreement 'the exchange policy', parents/guardians can request an exchange day or extra day. A day the child does not attend childcare can be exchanged for another day, provided it doesn't affect the staff-child-ratio in the group. Parents/guardians can exchange and request extra days via the True Colors app. Extra days will be charged according to Kinderopvang Morgen's current rate. Both the exchange day and the extra day can only be requested for the child's own core group.

Student interns

Prior to an intern starting with us, we first ask for a certificate of good conduct, which is then linked to our organisation before they are introduced to the children and parents/guardians. The intern's tasks are determined by their studies and their academic year. For example, organising activities and changing young children. The members of staff are responsible for the group and the children at all times. The intern is always paired with a single group and one permanent supervisor.