

Pedagogical Plan of Approach Childcare Centre



DISCOVERING TOGETHER THROUGH PLAY



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Introduction

Childcare centre True Colors Rijswijk (TCR)

TCR has seven groups, spread over two floors. Downstairs there are four core childcare groups, one out-of-school care base group and a playroom. Upstairs there are three core childcare groups and a playroom. All childcare groups are vertical. This means we work with children aged between 0 and 4 years. Each group can care for a maximum of 12 children per day and is supervised by two members of the pedagogical team. All staff have at least an upper secondary vocational education level 3 diploma (MBO3). Most have level 3F Dutch and have a valid first aid/emergency response certificate. We also work with interns and volunteers. They have a certificate of good conduct, are registered in the personal register for continuous screening, and are always supervised by our permanent staff.

Childcare

Sometimes there are fewer children. We then use the calculation tool* to calculate the number of staff necessary based on the ages of the children and Dutch legislation.

* This calculation tool indicates what the staff member-child ratio should be based on Dutch legislation and the corresponding GGD (City Health Service) assessment framework.

<https://1ratio.nl/bkr/#/>

At certain times, we may deviate from the staff member-child ratio, these times are:

7:30 - 9:30

13.45 - 14.45

16.30 - 18.30

Break times are approximate, as we are guided by the children's rhythm. Staff may sometimes decide to start the break 15 minutes later.

Each child has a mentor, who is one of the group's permanent staff. The mentor conducts the intake meeting, records observations of the child and has meetings with the parents/guardians. Customised acclimatisation of each child is carried out in accordance with our work instructions and agreed upon with the parents/guardians. If there are questions or concerns about the child's development, we will discuss these with the parents/guardians and agree together what approach should be adopted. We can always request support from our pedagogical coach, managers or pedagogical staff. A child can also be referred to the child healthcare centre or the centre for youth and family. The pedagogical coach conducts a group meeting with the staff of each group every 8 weeks. Here, the child's development is discussed and we see how we can better tailor our care and activities to each child's needs.

When the child goes to school, the observation forms are given to the parents/guardians. They can determine whether to pass these on to the school.

Being different

TCR focusses on internationally oriented families, both from Dutch and foreign backgrounds. Parents/guardians come from all over the world and the pedagogical team communicates with them in English and Dutch. The children are often raised bilingual and sometimes even tri- or quadrilingual.

Due to the international orientation of many of the parents/guardians, TCR offers a bilingual approach in two groups. When applying, parents/guardians are asked for their preference. Based on their specific circumstances and under the conditions set by the Dutch Childcare Act, parents/guardians can choose one of the Dutch-English groups: the 'Klavertjes' (Clovers) or the 'Narcisjes' (Daffodils). If the parents/guardians are staying in the Netherlands for a longer period of time, they may choose to send their child to an English-speaking - or international school. To ensure that the children feel safe and know the structure within the bilingual approach, we have pedagogical staff who will only speak the agreed language with the children. This means that some staff only speak Dutch with the children, and others will only speak English with them. Parents/guardians who are staying in the Netherlands permanently and will send their child to a Dutch-speaking school choose a Dutch-speaking group. This ensures a better connection for when the child goes to primary school.

Research has shown that a child is capable of learning multiple languages simultaneously. We therefore encourage parents/guardians to speak their native language with their child. This enables children to learn new languages based on the structure and grammar of the first language.

Parents/guardians bring their own cultures and expectations, which sometimes differ from the Dutch norm. Communication plays an important part in this. We inform parents/guardians about our methods and immerse ourselves in their culture. Many of the children attend TCR 4 or 5 days a week. This means that the pedagogical team play a significant part in the upbringing and support in upbringing of the child. Different cultures have their own expectations when it comes to diet. We use our work instruction 'Food' for this and provide a hot lunch every day. More information about our nutrition policy can be found in the intake folder.

In addition to working on the children's development and care, we offer them additional activities such as toddler gym and music lessons. More information can be found under the header 'additional activities'.

TCR is where parents/guardians, children and staff come together. This is reflected in the design of the building: with its central areas, where children can play together and engage in activities, as well as where parents/guardians can meet.

Primary Years Programme (PYP)

Since 2019, our approach has been inspired by the PYP. This is an internationally oriented baccalaureate. This method prepares children to head out into the world independently and with confidence. The goal is to get the children to look at the world with an open mind, looking out for each another, nature and everything in it.

We let the children explore and experience with the following themes:

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

We offer each theme for 10 weeks. We define goals we want to work towards during the theme. Based on these goals, we offer activities for the children to participate in. These activities focus on age and area of interest. During their development, children work on a variety of skills.

The PYP identifies the following skills:

Social skills: The children learn to work together, resolve conflicts and respect each other.

Communication skills: The children increase their vocabulary, listen to each other, use nonverbal communication and are able to express their ideas and feelings.

Independence skills: The children work on their fine and gross motor skills. They learn to organise, and follow and recognise routines.

Research and thinking skills: Children learn to solve problems, formulate questions, observe and analyse.

Additional activities

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

- Music for children aged 0-4 years
- Gym for children aged 2-4 years

In addition, staff also do extra 3+ activities for the children who no longer need to sleep at lunchtime and who will soon be going to school.

Pedagogical vision

Kinderopvang Morgen has drawn up a pedagogical vision for their childcare centres. This document includes details on our additional pedagogical approach for our childcare centre.

TCR's vision:

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

'Connecting', 'colourful' and 'passionate' are our most important keywords.

Our four main goals are:

1. To offer emotional safety which contributes to the child's wellbeing.
Only when a child feels safe can they go out to explore and develop.
2. By stimulating the children's own abilities, to encourage them to discover their abilities and interests, and help them have a positive sense of self-worth.
3. By stimulating the children's social abilities, to encourage them to benefit from playing together in a group.
4. To teach the children values and standards, as well as where the boundaries lie and what others expect from them.

Discovering for yourself

Within our vision, we work with the 'open door' approach. As standard, we offer the children the opportunity to meet other children outside their own group, discover other play resources and participate in the activities offered.

It is not natural to play in the same room all day. Children are given the opportunity to explore and play. The open-door approach gives children the opportunity to explore the surroundings outside their class room. This includes playing outside, or playing in the hall or splash room with other children from other groups.

We value playing outside and let the children play outdoors at least once a day. We hope you understand that this is irrespective of the weather conditions. Even when it's raining or cold. Of course, we make sure the children are dressed according to the weather conditions.



Main goals Vision

Under the heading 'pedagogical vision', we outlined the four main goals within our vision. Below is a detailed overview of these four main goals.

1. Supporting children within an environment of emotional safety

Offering a sense of safety. Safety supports a child's individual wellbeing and is the basis for other developments. When a child feels safe and in a familiar setting, they dare to open up, make contact with others and experiment. Staff actively work towards establishing a close relationship between the pedagogical member of staff and the child by picking up the signals the child gives off (sensitivity), and reacting appropriately (responsiveness). A predictable daily rhythm, the classrooms furnishings and the presence of familiar classmates and staff also contribute to providing a feeling of safety.

Agreements in place

Interaction with children in the childcare centre

- We work with a structured daily routine. This offers the children safety and stability.
- Staff generally uphold the same rules. This provides the children with clarity and supports emotional safety.
- When communicating with the children, staff specifically name a child's feelings, such as joy or sadness, as much as possible.
- The legal provision is for two set members of staff for babies under 1 year of age, and three set staff members for children between 1-13 years of age.
- Each child has their own mentor in the group.
- The employee gives their attention to every parent/guardian. This provides each child and parent/guardian with a sense of familiarity. By giving more information than just about sleeping and eating behaviour also contributes to this. For example, communication about activities, how a child has playing with other children as well giving details of any notable or enjoyable situations.
- The materials and play corners are in a set place in the hall as much as possible, to support the emotional safety of the children.
- Our staff play together with the children in the different play corners and support the children during play. This enriches the child's play.
- Staff give their undivided attention to each child when they arrive and leave each day. They show that they are pleased to see each child.
- Staff not only focus on the group as a whole, but also the individual child.

Babies (0-1 years)

- There is a safe and quiet corner in the classrooms, specially for babies.
- Every day there are times when the babies explore together through play.
- The trusting relationship between the baby and staff is improved by the employee reacting sensitively to the baby.
- The employee makes regular eye contact with the baby.
- The employee names the actions they carry out with the baby and uses different intonations, so that the baby knows what is happening.
- The employee regularly gives the babies individual attention.
- Bottle and breastfeeding are done in a 'quiet' place, so that all the time and attention can be given to the baby.

Collaboration between parents/guardians and the childcare centre

We ask parents/guardians to:

- Take note of the screens showing which employee is present that day. The set staff members can be seen as you enter the hall on the photo tree and on the TV-screens.
- Take the time when bringing and collecting their children, and give their child the necessary attention.
- Bring their children before 9:30 am and pick them up after 4:30 pm, outside the daily schedule, or to inform staff if they need to deviate from these times.
- Make time for an annual meeting to discuss the observations of their child. This enables us to align the care and support of the child with the wishes of their parents/guardians as much as possible.

Related PYP skills

Within the PYP themes, we also support children's emotional safety.

By working on social skills, the child becomes more confident and feels safer in the group.

We encourage contact between the children and acknowledge when things are going well.

We also work on the children's ability to be self-reliant with independence-related skills. They learn routines, and we let the children do as much as possible on their own. We give the children acknowledgment when they succeed, which results in more self-confidence and a sense of being safe.

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

Each child is given the opportunity and space to experiment with the opportunities suited to their development phase. This teaches them to know their own limits, which in turn contributes to the children forming a positive sense of self-worth.

Children are challenged to discover through play. Learning by experience is important. This is how children learn how to judge what are responsible risks themselves.

Agreements in place

Interaction with children

- Children are encouraged to dress and undress themselves, walk up and down stairs on their own, make their own sandwich and go to the toilet.
- Children may choose which activity they want to do when playing. Staff support them in making the choice.
- Children should get the chance to make mistakes and try to find solutions to problems. If necessary, staff help them in this.
- We name a child's positive actions and compliment them.



Collaboration between parents/guardians and the childcare centre

- We ask parents/guardians to give positive reactions to their child's creative efforts.
- We ask parents/guardians to stimulate their child's independence at home as well.
For example, when getting dressed and undressed, preparing food (making their own sandwich) and becoming potty trained.

Related PYP skills

Within the PYP themes, we also support children's personal competencies.

We work on the children's ability to be self-reliant with independence-related skills. They learn routines and we let the children do as much as possible on their own. We give them acknowledgment when they succeed, which results in more self-confidence and increases their personal competencies.

We also work on developing the children's research and thinking skills by encouraging children to learn to solve problems on their own.

Outdoor play area

TCR has decorated the outdoor playground and roof terrace with natural materials (natural outdoor play). We make an effort to go outside every day with the children. We hope you understand that this is irrespective of the weather.

Excursions

The children leave their base group or core group every day to play in the hallway or outside.

They sometimes go on an excursion in the neighbourhood, in accordance with the internal work instructions. These excursions can be spontaneous or pre-arranged. Parents/guardians can also access these work instructions or take them home to read.



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

We believe that getting to know and respecting others adds value to being together in a group. These skills are stimulated, for example, during discovery by playing together, by helping each other, by tidying up toys together and by celebrating special occasions. In addition to their own group, children spend time in the other groups, during gym and music class.

Agreements in place

Interaction with children

- Staff set an example for the children.
- Because we work with vertical groups (0-4), 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 between parents/guardians and the childcare centre

- We believe it is important for the child that the parent/guardian is there on time and makes time to ensure a smooth handover. It is important to keep goodbyes brief and clear: both in the morning from the parent/guardian, and in the evening from the pedagogical member of staff.
- In the child's interest, we believe it is important that both the pedagogical team and parents/guardians set a good example. This is why we value discussing arrangements regarding each child with their parent/guardian.

Related PYP skills

Within the PYP themes, we also support children's social competencies.

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

We also work on communication skills. The children learn to express their ideas and feelings. They use their verbal and nonverbal communication skills. They learn to listen to others.



4. Norms and values

Integrating values and standards is part of the child's moral development. There are many incidents in which these can be learned within the group and during discovery through play.

Agreements in place

Interaction with children

- We believe it is important that it is clear to the children which rules apply to the group and during activities: what is allowed and what is not allowed. Repeating the rules is important. The most important rules are those that apply between the children, such as taking away toys or comforting each other.
- Our staff set an example in instilling norms 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.
- Children's hands and faces are washed at set times during the day, staff give the children as much opportunity as possible to try to do this themselves.
- During both lunch and other eating and drinking times, staff regularly offer the children new products with different tastes for a variety.

Collaboration between parents/guardians and the childcare centre

At TCR we aim to fulfil parents/guardians' wishes as much as possible regarding the norms and values of different cultures. We also expect understanding from parents/guardians for the norms and values that we at TCR find important. These include:

- We offer children a hot meal every day.
- We believe it is important to go outside, irrespective of the weather.
- We ask parents/guardians to use the overshoes provided when entering the building. The children in the upstairs groups are allowed to go upstairs without overshoes and do not need to take off their shoes. This is for their safety on the stairs.

Related PYP skills

Within the PYP themes, we also support children's own norms and values. This is reflected in all the skills we work on. With social skills and communication skills, we work on what and how to say something to another person. With the independence skills, the children learn about the routines we apply, hygiene, etc. And with the research and thinking skills, the children explore their own limits and discover what they can and cannot do.



Other matters

Extra days

Parents/guardians can request an exchange day or extra day, in line with 'the exchange policy' in our internal agreements. A day on which the child does not come to childcare can be exchanged for another day, provided this is still within the staff-child-ratio for the group. Parents/guardians can request exchange and extra days via the True Colors app. Extra days will be charged according to Kinderopvang Morgen's current rate. Both an exchange day and an extra day can only be requested for the child's own core group.

Interns/volunteers

Before a volunteer or intern starts with us, a certificate of good conduct is requested and connected to our organisation before they are introduced to the children and parents/guardians. An intern's tasks are determined by their study programme and the year they are in. For example, organising activities and looking after the children. Our own staff are responsible for the group and the children at all times. The intern is always paired up with one group and one set supervisor. Volunteers support our staff with activities such as reading stories, 3+ activities and extra hands and eyes during an excursion. Volunteers do not carry out any tasks related to looking after the children.