



International Childcare
Eindhoven

Pedagogical Location Policy

Columbus

International Childcare Eindhoven

Eindhoven | January 2021

Columbus

Address:

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Eindhoven

Telephone number:

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BSO(After School Care): 040-2490232

General email address: columbus@chilcareeindhoven.nl

Website: www.childcareeindhoven.nl/en/locations/columbus

Opening times:

KDV (Day Care):

Monday to Friday: 07.30 - 18.30hr.

Foundation:

Monday to Friday: 08.15/8.30 – 12.15hr.

After Foundation:

Monday to Friday: 12.15 – 19.00hr.

During holidays: 07.30 – 19.00

BSO (After school care):

Monday to Friday: after school - 19:00hr.

During holidays: 07.30 - 19.00hr.

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Introduction

International Childcare Columbus offers professional childcare for children aged 0-12 and is located on the campus of the "International School Eindhoven" (ISE), with whom we work closely together. We offer day care for 0 to 4 year olds, a "Foundation group" for 3 year olds (preparation for primary school combined with the intake group in collaboration with teachers from the ISE) and after school care for 4 to 13 year olds.

The technical maximum of the Buiten Schools Opvang (After School Care) and the Kinder Dag Verblijf (Day Care) is 80. This is the maximum number of children that can be divided over the number of parent groups (KDV) and/or basic groups (BSO). The maximum number of children to whom childcare is actually offered at the time of adoption of this policy is:

KDV (Day Care)

- Sun 12 children
- Moon 12 children
- Stars 12 children
- Rainbow 16 children
- Planets 16 children

BSO (After School Care)

- Yellow Fox 20 children
- Green Fox 22 children
- Orange 12 children
- Blue Fox 24 children

Our rooms radiate a peaceful atmosphere and offer plenty of play opportunities for all children. Columbus has its own outdoor area for day care and for the after school care, which is laid out in such a way that children are challenged to play and explore. The immediate vicinity of the ISE Campus also offers plenty of opportunities for play, such as sports fields, forests, gyms and a second large outdoor playground. In short, a stimulating environment where children can explore, develop and learn.

Because we are part of the ISE Campus, we welcome many children of all nationalities from all over the world. Children of expats from many countries and continents come here every day, often for a limited period, while their parents are temporarily employed in the Netherlands. This gives a special dynamic, with an international flavour.

The ISE campus and shelter at Columbus is also of added value for Dutch families. Today's children grow up in a society where the rest of the world is "around the corner". Digitization alone has made contact with other cultures very easy. With our internationally oriented childcare we want to introduce children to other cultures from infancy. However, we certainly do not lose sight of our Dutch culture. We want to give children a good basis for a future in which boundaries will increasingly blur. We see this as our mission, and show this in our LOGO. The green, attractive campus of the ISE is the ideal place for us.

The training plan is also part of the pedagogical location policy and is annually evaluated and adjusted with the team and the parents' committee.

Educational Policy

Columbus works according to the educational policy of the Day . This policy may be found in the footnote on our website page: www.kinderstadinternationaal.nl/columbus and in the information folder at the day care location.

In the general educational policy of our organisation, our vision and goal in dealing with children is described as follows:

For the very youngest, security and safety is very important. The atmosphere in the group, the sociability and the free play that we offer, fits in well with the needs of young children.

The toddlers can already handle more freedom. They have a greater need for excitement and challenges and want to expand their living environment. The educational professionals tailor the activities for these children to their needs.

At the BSO (After School Care), we offer the children a meaningful field of discovery, where optimal fun is central and in which they may broaden and deepen their personal and social skills. Pedagogical professionals seek the balance between autonomy and participation.

We want to contribute to the development of children into articulate independent people with their own personality. We do this by creating situations that ensure that children can function as independently as possible, discover their own individual abilities and play well with others.

Educational Vision of Columbus

Diversity

Children of different nationalities come together to play, discover, explore and learn in a stimulating, trusted and safe environment where they can completely be themselves. We think it is important that children from all countries and all kinds of cultures really feel at home with us, because only then do children develop.

At our internationally oriented location, we consider it a challenge to provide stability and safety and to stimulate the social development of children in groups with great cultural diversity and a regularly changing composition.

Every child naturally has the need to explore and master the world and uses all his senses to do so. This is a universal need. As the childcare provider, we connect with the natural curiosity all children have and their urge to discover the world in an active way with their whole body. We look for and encourage children's interests and skills. Children feel safe and seen and we can stimulate the different development areas with positive attention and affirmation.

Of course, attention is also paid to cultural differences and backgrounds of the children we take care of. We playfully explore the world together. We like to give children the space and freedom to explore by themselves and to actively use their body and senses.

By connecting with that natural curiosity and actively discovering it with their whole body, we want to offer children a good foundation next to primary school, where "real" learning takes place in a more structured setting. After a day at school, we also offer the children the space and freedom to follow their own interests and to be active at the BSO (After School Care). Playing together, relaxing and having fun are paramount. We offer activities in several indoor and outdoor areas where children can play, discover and explore, relax or simply chat and socialize alone or in small groups.

Our motto: "... We help the children explore the world ..."

Themes, Game Materials and Activities

We work with a lot of themes to introduce children to everyday events in different cultures, such as seasons, festivities and emotions such as happiness, anger and sadness. We pay attention to the fact that children learn to get along well with each other and learn to stand up for themselves. These are universal values that we want to give to the children. Our pedagogical professionals guide and encourage the children and ensure a good atmosphere in the group.

Toys are selected with care. Each toy is examined to decide whether it is sufficiently challenging, if it stimulates a child's imagination, to confirm it is safe and what material it is made of. We can use digital media as a tool to support and to reinforce a theme. We do not see working with digital media on Columbus as a goal or a game in itself. The use of one's own senses and doing and experiencing together, is the starting point for us.

Dutch and English language

Columbus is originally a Dutch-oriented childcare centre in an international setting (the ISE). The Childcare Act offers us the opportunity to participate in a study into multilingualism within childcare. We started this four-year pilot scheme in 2018. In each group, in addition to Dutch, structural English is also spoken with the children. We have chosen this language because it is a world language and because it is also the language of instruction or the second language within the educational system of the international school. We communicate in English with many parents. Our starting point for the pilot was that there is always a pedagogical professional present in the group who speaks Dutch, together with a colleague who speaks English with the children. We work in accordance with the "one teacher, one language" principle. In this way, the children are offered approximately 50% English and 50% Dutch language. We are working towards the children learning to understand and speak both languages well. Of course, the focus can be on either language. In addition, we also use gestures, icons and photos to support and clarify both Dutch and English instructions or concepts. Fixed spaces and a clear daily routine also help us to make children feel safe and at ease, despite the language barrier that often exists. See also Appendix II "Pilot English Language".

Some pedagogical professionals from Moon, Rainbow and Foundation are qualified to HBO level in Cambridge English, which offers them the tools to communicate well with parents. The other teaching professionals who speak English at Stars and Sun, are all English B1 qualified. At the day care centre, both the effect and the results of this pilot are monitored by a scientific team from the Ministry of Social Affairs and Employment.

At the BSO (After School Care), we speak English with the children in addition to Dutch. All our children come from ISE, partly from the international department and partly from the Dutch department. However, both languages are offered in both departments.

Parents

We naturally want all parents to feel welcome in our country and at our location. We introduce expat parents to Dutch culture and vice versa. Dutch parents are introduced to the international multicultural character of Columbus and the ISE. We regularly cook and eat together and we seek connection with parents when it comes to care and education in their own culture.

We are open to ideas and wishes of parents precisely because of the great diversity in cultural background and interaction with their children. We can learn a lot from parents. The starting point is that ideas contribute to the well-being of the child in the group. The child and their great curiosity about the world and the urge to discover it for themselves is always central.

Basic Education Goals

During the day care days, each group follows its own daily rhythm in which care and upbringing, in line with the pedagogical policy, have a place. We are in line with the basic pedagogical goals, as included in the Childcare Act. We have worked this out for the KDV (Day Care), the Foundation group and the BSO (After School Care) as follows:

KDV (Day Care)

We provide emotional security by creating a good atmosphere, including greeting by name, showing interest, offering help, teaching children to ask for help, humour and jokes, caring for each other, looking with positivity, listening and making eye contact. But also by being clear and consistent, explaining, taking children seriously, being honest and involving them in a meeting or house rule. We offer structure through a fixed day program. We create moments of tranquillity in small groups and have fun with activities in a safe yet stimulating environment.

Emotional safety is also ensured at the start of start of the day with circle time and breaks in their own group with its own pedagogical professional. We talk with the children about how everyone is doing. The pedagogical professional takes some time and asks questions about what the children have been through, how the children feel, what they want to do, how the game or group activity they are doing is going. And if necessary, we have a chat with individual children. We regularly give a wink, pat the head or a pat on the back, so that we let the children feel that we see and appreciate them, we give compliments and motivate children to compliment each other as well. We take the children seriously and involve them in the activity program and the options. With personal attention and flexible handling of the day's program and by giving children the space to be alone or play alone, the children feel seen and appreciated.

Babies have a quiet corner where they can crawl around undisturbed. We ensure that there is eye contact during feeding and changing, so one-on-one interaction takes place. Time is consciously made for physical contact with each baby. We do this by sitting, lying on the floor and playing along. Toddlers have the opportunity to develop their independence.

And the toddlers, for example, have the space to use challenging materials, without it becoming dangerous for the smaller children.

We stimulate personal development by supporting, challenging, showing interest and complimenting children.

We encourage the younger children to move, roll over, pull themselves up, etc., and we challenge the older children to climb, slide, run, cycle or dance. We encourage children to try something new through a varied and sufficiently challenging syllabus. We give them the time to do so and do not force anything. By actively looking at what children need for their development, we offer activities based on our VVE (Voor- en Vroegschoolse Educatie = Early Childhood Education) method 'Startblokken'.

Our KDV (Day Care) groups are furnished with activity corners and we regularly work with themes that are visible in the group. We provide varied and developmentally stimulating play material that the children can also use themselves. We like to work with "unfinished" natural material, where children can let their imagination go. And we have a separate quiet and safe place for the little ones.

We stimulate the social development of children by actively inviting children to play together with or next to each other. We involve children in helping or comforting each other. We encourage and support children in making friendships. We support children who find it difficult seeking a connection with others. With the pedagogical professional we use the circle times and breaks to create connection moments within our own group. We catch up, is everyone okay? Do the children know what they are

going to do and whom they want to play with? We regularly offer activities in smaller groups of certain ages or development level so that they can play with peers.

For babies, we do this, for example, when the baby is on your lap, having "funny" conversations, making silly noises and making strange faces. We also provide moments of peace so that the child can "talk" again. We sing games or rhymes such as "clap your hands" and "peek-a-boo". As soon as the child can crawl, it is great to crawl after each other, to play "catching games" or very simple hiding games.

We work on the transfer of values and norms in our pedagogical process, for example we name differences without judging. In our internationally oriented environment, children quickly get used to cultural diversity. We teach children to treat each other with care and respect, and also animals and plants in their environment. We support children in resolving conflicts, for example by helping to articulate an emotion or by offering alternatives. But also by offering space and showing understanding for emotions, allowing them to express themselves and sometimes, giving children a break. We look for a safe place where that is possible. There are rules for every group and we observe them consistently and in the right way. We actively involve the children in our rules and agreements and we allow as much latitude as possible, explaining and looking for an alternatives if something is not feasible.

Foundation Group

We provide emotional security by creating a good atmosphere, including greeting by name, showing interest, offering help, teaching children to ask for help, humour and jokes, caring for each other, looking positively, listening and making eye contact. But also, by being clear and consistent, explaining, taking children seriously, being honest and involving them in an agreement or house rule. We create safe development situations by offering the children a fixed morning program with development-oriented activity segments. Once a week, in collaboration with the Upper Foundation group of the International School, we offer activity moments for the 3 and 4 year olds together. We also offer sufficient moments of rest and free play to explore on their own.

We stimulate personal development by challenging the children to climb, slide, run, cycle or dance. Through trial and error they discover their own physical abilities, their strengths and within the given environment. But also by reading or telling stories together, making things, drawing, tinkering and doing some language games in Dutch and English including mathematical games. The development-oriented activity segments in the morning are supervised by a Dutch-speaking pedagogical professional and an English-speaking teacher from school at the same time. We encourage children by letting them try something new every time and giving them the time to do so, give compliments, join the game or offer new play material. By actively looking at what children show attention to and what they are doing, we offer activities that match their development and interests. Our group rooms are furnished in such a way with stimulating play material that children are invited to various activities such as playing games, a circle activity, reading, singing, music or crafts. There is a lot of attention for group discussions to stimulate language development. We use gestures and pictures if necessary. All in preparation for primary school.

We stimulate the social development of children by actively inviting children to play and / or work with or next to each other. We involve children in helping or comforting each other. We teach the children to wait their turn. We encourage and support children in making friendships. We help children who find it difficult to make contact with other children and seek to find a connection together.

We work on the transfer of values and norms in our pedagogical actions, for example we name differences without judging. In our internationally oriented environment, children quickly get used to cultural diversity. We teach children to treat each other with respect together with the animals and plants in their environment. We support children in resolving conflicts, for example by helping to

articulate an emotion, to learn to tell what has happened, or to offer alternatives. But also by offering space and showing understanding for emotions, expressing them and giving children a break. We then look for a safe place where that is possible. There are rules for every group and we observe them consistently and in the right way. We actively involve the children in our rules and agreements and we assume as much as possible what is possible, we explain and look for an alternative if something is not possible.

BSO (After School Care)

We offer *emotional security* by creating a good atmosphere, for example by showing interest, humour, taking care of each other, looking positively, listening and making eye contact. There is plenty of room for the children's own opinions and wishes and we encourage the children's involvement. We also provide emotional safety by being clear and consistent, explaining, taking children seriously and involving them in an appointment or house rule. We are honest and offer structure through a fixed day program. We create moments of peace in small groups and have fun with activities in a safe but stimulating environment where the fixed group can be let go to play in spaces and with children from other groups.

Emotional safety is guaranteed throughout the day with their own pedagogical professional within their own group. We chat with the children about how everyone is doing. The pedagogical professional takes some time and asks questions about how the (school) day or the weekend was, how the children feel, how things are going at home, what they want to do, how the game or group activity they are doing, is going. And if necessary, we have a chat with individual children. We regularly give a wink, pat the head or a pat on the back, so that we let the children feel that we see and appreciate them, we give compliments and motivate children to compliment each other as well. We take the children seriously and involve them in the activity program and the options. By personal attention and flexible handling of the day program and by giving children the space to be alone or play alone, the children feel seen and appreciated. Children also gradually gain more freedom and independence, which increases the children's self-confidence.

We stimulate *personal development* by supporting, challenging, showing interest and complimenting children.

Our after school facilities are designed in such a way that children are invited to various activities such as playing games, crafts in the studio; baking and cooking, building or designing in the construction corner; dressing up and acting in the dressing area; and chilling and reading in the living room. The kitchen is central, just like at home, where cooking activities are organised and where you can have a nice meal together. Of course, the children can also run and romp outside, let off steam and participate in a sports activity. The ISE also offers "afterschool activities" in which the children can participate. This is arranged by the parents directly with ISE.

We actively involve the children in our program and activities so that we can match their interests, thereby providing a variety of different experiences. We regularly work from a theme that can, for example, tie in with school and is therefore familiar to the children. We occasionally organise workshops with external parties. This is usually during holidays or on ADV (ArbeidsDuurverKorting = Shorter work week) from school, because we take care of the children all day.

Older children have a little more freedom and space to "do their own thing" and a place to chill out when needed. If there is a declaration of independence from parents, children have more freedom to do something unsupervised. We always make clear agreements that children report to us so that we know where and with whom the children are.

We stimulate the *social development* of children by actively inviting children to join a game or group activity. By coaching groups of children in working together and learning to divide tasks that need to be done within an activity. We support them in making good agreements with each other. We help

children discover what they are good at when working with other children. We involve children helping or comforting each other. We encourage and support children in making friendships. We help children who find it difficult to make contact with other children by supporting them in seeking connection with others. We coach in discussing and resolving conflicts or clashes. We use the start and break moments in our own group or in small groups for a moment of contact between the children and each other and with the pedagogical professional in the group. We have a chat, is everyone okay? Do the children know what they are going to do and whom they want to play with?

During cooking activities in the kitchen, we let the children divide the tasks between themselves. Who's going to do what? And in what order?

We regularly organise group activities where the children have to work together, such as a quiz or a sports activity.

We work on the transfer of values and norms in our pedagogical actions, for example we name differences without judging. We teach children to treat each other with care, and also with animals and plants in their environment. We support children in resolving conflicts, for example by helping to articulate an emotion, find a cause or offer alternatives. But also by offering space and showing understanding for emotions, expressing them and giving children a break. We then look for a safe place where that is possible. we ask what rules apply at home and how parents and children interact at home. There are rules for every group and we observe them consistently and in the right way. We actively involve the children in our rules and agreements and we assume as much as possible what is possible, we explain and look for an alternative if something is not possible.

Education Policy Officer / Coach

We increase the pedagogical quality by structurally investing in coaching and policy.

Within our location, this content is given on the one hand by designing, evaluating and implementing

Interaction skills

- Sensitive responsiveness
- Respect for autonomy
- Structuring and setting boundaries
- Talking & explaining
- Development stimulation
- Guiding interactions between children

(Riksen-Walraven, 2004)

the pedagogical policy and on the other hand by increasing the pedagogical quality through coaching of the pedagogical professionals, whereby the interaction skills form the basis.

The pedagogical policy includes all policy that affects pedagogical practice. Attention is paid to monitoring and implementing policy intentions so that every employee works according to our pedagogical vision.

The coaching of the pedagogical professionals takes place within our consultation structure and within the group by giving examples, tips and further explanations. They learn to connect with children, parents / carers and colleagues as well as the necessary daily practical activities.

At the beginning of each calendar year, it will be determined how many hours will be made available for both tasks and this will be recorded in writing.

Hours of deployment Education Policy Officer / Coach

On the basis of the national calculation tool, the hours spent by the pedagogical policy employee / coach are determined annually and recorded in this pedagogical location policy and in the training plan. The pedagogical policy officer / coach works 321 hours a year at our childcare centre. In 2021 she will have 221 (= 10 times the number of FTE (Full Time Equivalent)) hours for coaching the pedagogical professionals in our team. In addition, she supports our Director with the pedagogical policy for which she has 100 hours per year.

The pedagogical coach draws up a coaching plan and regularly discusses this with the Director. This coaching plan provides insight into how all pedagogical professionals are coached at our location.

Naturally, the qualification requirements are met in order to be able to fulfil this role. In addition, the necessary training is provided in order to be able to continue to adapt to new insights and developments.

The pedagogical coach provides regular support in the groups (coaching on the job), uses VIB (Video Interactie Begeleiding = Video Interaction Guidance) and has VVE (Early Childhood Education) and group meetings including child discussions with the various teams. See minutes. They support the creation of themes and training with Startblokken (Starting Blocks). If necessary, there are individual discussions with the pedagogical professionals.

Mentoring

At our childcare centre we work with mentoring. Each child is linked to a pedagogical professional who works permanently in the child's group. During the intake, parents are told who their child's mentor is. The name of the mentor is also mentioned in the Konnect app, our digital platform for contact with all parents. The starting point is that the mentor does the intake interview. If the mentor has not done the intake interview themselves, they take the initiative for a further introductory meeting with the parents in the first weeks after the start of their child in the group.

It is also made clear to the child who his or her mentor is. At the BSO (After School Care), the mentor can explain this herself if the child comes with the parents for the intake interview or during the first few times that the child attends. The mentor actively contacts the child and explains what the child can expect from the mentor. It is also stated that the mentor maintains contact with his or her parents about how he or she is doing at the BSO. For the very youngest at the day care centre, the mentor provides extra individual connection moments with the child, so that the child gets to know and trust the mentor and vice versa.

The starting point is that the mentor is preferably scheduled for two but at least one day per week in the group of the mentored children. The mentor maintains intensive contact with her direct colleagues and, if necessary, receives a transfer of details for the children of whom he/she is the mentor.

The mentor maintains contact with the parents of the children she mentors. At the request of the parents, but also on his own initiative, the mentor discusses with the parents how their child is doing. Whether the child feels comfortable and safe in the group and at our childcare centre and how the child behaves and develops. At the BSO (After School Care), the mentor is also the contact person for the child directly for any questions or an interview.

The mentor makes an observation at least annually and uses an observation instrument for this. See paragraph Observing Well-being and Development. The mentor invites parents for a discussion regarding this annual observation.

During the 8-week meeting, the mentor will ask colleagues with direct contact with the child to be included to collect additional relevant information while sharing their own notes of how the child experiences the group.

The mentor is responsible for the transfer of 4-year-olds to primary school. This is a written transfer of well-being and development. This starts with the mentor having a final conversation with the parents and explains the transfer. If extra attention is required from the school for the development of a child, the mentor makes an additional verbal transfer, a so-called soft transfer, to support the written transfer. Of course, always in consultation with and the consent of the parents. See paragraph Transfer.

If in the meantime, things stand out in the behaviour or development of the child, this is initially discussed by the mentor with the parents. If desired, the Director of our childcare centre can join this conversation. The Director, together with the parents takes over the responsibility of the mentor if further steps in care and support are needed together. The mentor will of course remain involved. See section Early Identification.

In case of unusual behaviour or lack of development, the mentor first makes contact with the GGD (Municipal Health Services) youth nurse with the consent of the parents and the Director.

If necessary, together with the BSO (After School Care), we contact the primary school care team. The school's social worker and youth nurse from the GGD (Municipal Health Services) are permanently represented in this care team, in addition to the school's Director and internal counsellor.

Groups and age structure at our location

KDV (Day Care):

	Age in years	Maximum limit
Stars	0 – 3	10 children
Sun	0 – 3	10 children
Moon	0 – 4	12 children
Rainbow	2 – 4	16 children
Planets (Foundation group)	3+	16 children

BSO (After School Care):

Green	4 – 7	22 children
Yellow	4 – 7	20 children
Blue	7 – 9	24 children
Orange	9 – 13	12 children

Before school Day Care:

1 Basic group with a maximum of 10 children

The Working Method per Group

A good daily routine meets the basic needs of children, because it offers them structure and safety. The daily rhythm is in line with the development of the children; for babies it is in line with their home bio-rhythm and as children get older they can adapt better to the rhythm of the group.

The rhythm at a BSO (After School Care) matches the opening hours of the schools. This usually means a short afternoon and sometimes whole days and weeks during the holidays. The day program lists the activities that recur at the location every day.

KDV (Day Care):

Brought by parents

We start the day with two pedagogical professionals in two group rooms. When the other colleagues arrive, we split the children and we each go to our own class room. During the arrival of the child, parents may always ask the pedagogical professional questions. We find it important to receive information from parents about special situations, so that we can take these into account. We share the information with the relevant colleagues.

Saying Goodbye

When the parent indicates it is time to go, the pedagogical professional takes over. We let the child say goodbye clearly, preventing the possibility that after playing for a while, he/she suddenly realises the parent has gone. After saying goodbye, the child can choose what they want to play with. There are toys available with which the children can play with quietly for the first fifteen minutes after arrival.

Fixed Connection Moments In the Group

Shared table moments: At least twice a day all the children are brought together to sing songs, exchange experiences or tell each other stories. Small activities such as "magic" can also be offered. Before we sit down, the children help tidy up the toys. This makes it clear that play time has come to an end and that we are starting something new.

Eating and Drinking

Before we sit down to eat, the children tidy up the toys together. The children are allowed to help set the table, and sometimes also allowed to help with the clearing up. During both the fruit and drink break and the meal we teach the children to stay seated at the table. This promotes peace in the group. When they are awake, the youngest children are also involved in meal times by placing them with the (older) children who are already eating a sandwich. In the afternoon the children get a healthy snack (e.g. yoghurt).

Play time

Between the fruit and drink break and lunch there is time for an activity or free play either inside or outside; in your own group room or that of a neighbour (the doors are open). The pedagogical professional brings as much variety as possible to the game(s) and the situations, so that the children gain experience and personal development themselves while doing so. For example, craft activities are available, you can dance, walk, relax or just play freely. We think it is important that children play outside every day. This depends not only on the weather, but also on the composition of the group. Whenever possible, all children go outside at least once a day. Every now and then a trip is made, e.g. to the fruit garden in the area.

The sleeping times for the babies are still variable, which means there is less structure in the daily routine. The toddlers who are not sleeping are also given the opportunity to rest and we adjust the activities accordingly. Depending on what was done that day, we let the children play freely or do an activity. When possible, we like to play outside.

Playing Inside

When we play indoors, we all do so in our own class room or together with the another group. There are many things the children can do indoors: play together, use their imagination and imitate, But they can also paste, draw and paint. The children can play development games or board games together or with the pedagogical professional. The pedagogical professionals often read or tell a story. We listen to what the children indicate, where, how and with whom they want to play. Playing in another group is also possible.

Playing Outside

The various toddlers groups we go outside at least once every day. Playing outside in the garden provides opportunities for discovery. For example, children can run and /or cycle, play in the sandbox, help in the vegetable garden or just sit outside, feeling the raindrops or the warmth of the sun. Our garden is very naturally arranged so that children can discover a lot, even looking for insects or admiring flowers,

Afternoon Nap

The pedagogical professionals discuss with the parents which sleep times benefit the child most. Before going to sleep, the children either go to the toilet or are changed. Something familiar from home can be very comforting prior a sleep.

Play time

Since most young children are now asleep, there is an opportunity to do some targeted activities with the children who are awake. The toddlers who are not sleeping are also given the opportunity to rest a little as we adjust the activity accordingly and work together with the group next to us.

End of Day Pick Up

We think it is important to make a good handover to the parent and to talk about the day of their child. We like to tell parent attentively how their day went. We say goodbye and close the day. We want to provide the children with clarity in their daily routine with a clear beginning and a clear ending. If there is reason to talk more extensively, we like to make a separate appointment with the parents.

Foundation Group:

Within our KDV (Day Care) centre, we offer parents of 3-year-olds the opportunity to register their child for the Lower Foundation Group for at least two whole days a week. This is a playgroup for a maximum of 16 toddlers aged 3 years with two pedagogical professionals who speak both Dutch and English with the children. The Upper Foundation Group has a maximum of twenty 4-year-olds who are supervised by an English-speaking teacher and Dutch-speaking teaching assistant from the ISE. These are pre-schoolers from the international department who turned 4 after 1st September and pre-schoolers from the Dutch department who turned 4 after 1st January and who start in the new school year in group 1 of the ISE. Both Foundation groups work closely together. Toddlers and pre-schoolers playfully prepare for school, the teaching system and both the English and Dutch languages spoken there.

Within the Foundation we work with the Early Years Foundation Internships. This is in line with the kindergarten groups of school. We plan and work together with the same themes and goals. Once a week we have a joint activity. We also regularly visit the Upper Foundation with a group of toddlers, and vice versa. We usually play outside together. During these joint times we play together, go to the gym, take a walk on campus, listen to a story, etc. Naturally with our own trusted pedagogical professionals.

In connection with the current situation regarding Covid-19, we choose not to mix the groups and therefore no joint activities take place. However, we do plan together and therefore also follow the same themes and goals.

For a detailed description, see Appendix I "Foundation Group Working Method".

BSO (After School Care):

The BSO, together with the International School Eindhoven, uses the same site. School finishes at 3.30 pm, on Wednesdays at 12.30 pm. The children of the Upper Foundation and Groups 1 and 2, are taken from school to the BSO by the teachers. From Group 3 onwards, the children walk independently to the BSO. At the door, the children are received by a pedagogical professional.

Circle time at the table

Upon arrival, the children are welcomed in their own basic group and start with drinks, fruit and yogurt with possibly a topping, (oatmeal, honey or cranberries). There is a chat. At our BSO (After School Care) we associate leisure time with homeliness and conviviality. The child decides for themselves how they give shape to their free time and choose where and with whom they will play. The pedagogical professional supports this and also provides activities during this free time.

Play time

After the circle time, the children choose what they want to do in their own group, there are various corners where the children can play. Children can also play with the other groups of the same age (for example between Yellow and Green). If they want to play in a different age group, for example Blue, they first ask permission from the teacher. They can also participate in the activities that are offered daily by the pedagogical professionals, this is a free choice. The pedagogical professionals not only offer the planned activities, but also support free play. Planned activities are sometimes interest-

based, sometimes age-related (8- / 8+) and sometimes specifically for boys or girls. Often cooking or baking is done. And there is almost always an outdoor sports activity, e.g. "boot camp" or steep wall climbing. We work on the basis of themes (often in line with school) and there is attention for diversity, discovery and research. In our range of activities we do not want to ignore the input of the children themselves (child participation). All children in the group who want to participate in the activity are allowed, regardless of their gender or orientation. In addition to the activities suggested by the pedagogical professionals, we actively invite children and their parents to come up with ideas or wishes for play activities. We have an 'ideas' box for this.

Second Circle Time

The activities stop around 5.00 p.m. and the group areas are tidied up by the children and the teachers together. The children return to their own group to eat a homemade meal with drink. After this second meal there is time for free play, going outside or possibly finishing an activity until the children are collected.

Pick-up Time

From 5.15 pm, groups can be merged and classrooms closed, so that the teachers can keep an overview of all children. Parents can collect their children between 5:00 pm and 7:00 pm. An earlier pick-up time is possible, but preferably in consultation with the teacher. When collecting, we take the time to chat with the parents to tell them how the day went with the child. If there is a reason to talk more extensively, we would be happy to make a separate appointment.

Playing outside

Playing outside in the playground is always possible. A pedagogical professional attends or children may go along if they have an independent contract. The children can play outside freely bringing many opportunities to explore. They can enjoy running / cycling / climbing and the like.

We regularly offer outdoor activities and make extensive use of the nearby forest, but the site of the ISE also has many possibilities: sports fields and smaller play areas. Children participate in an organised sports activity or sign up for an "afterschool activity". If necessary, they will be picked up and taken to this activity.

Playing Indoors

The spaces offer various play options; the children can see from the layout where they can play with which objects. We think it is important to follow the children and match to their interests, needs and skills. All objects present in the rooms can be used by the children. Sometimes we change objects or add something new. When an activity is offered in a certain space, it may be that that space is not accessible for free play

Connection Moments

During our eating and drinking breaks, the same pedagogical professionals are present with the same group of children, which gives the children peace and clarity. Parents also have a fixed point of contact for questions and / or comments, but the daily handover can of course also be done by other pedagogical professionals. We think a good handover is important and like to take time for this. The pedagogical professionals discuss the day with the parents and sometimes with the child. Children also often want to show what they have done or made.

Working Method on Wednesdays

On Wednesdays, children can go to the BSO (After School Care) from 12.30 pm. The pedagogical professionals wait for the children at the door, the youngest children are brought in by ISE staff and children from Group 3 come independently. The children receive a healthy lunch with us and from about 1.30 pm we start with activities. An outing (the forest or playground, but only if it fits within the teacher to child ratio) or free play. The day program is also comparable to the program of a Monday / Tuesday / Thursday / Friday.

Working Method during Staff Training Days and Holiday Care

During study days and holidays, the children are welcome at our BSO (After School Care) from 7.30 am. A challenging and varied holiday program is created and distributed digitally to all parents. When the children are brought, we take the time for any new details during the handover from the parent. Attention is paid to saying goodbye and we support the child by "coming to play" or "playing together" with the child. Around 9.30 am there is a food and drink break and the morning / day program is discussed with the children. Then there is time for free play and planned activities to take place. At noon we have lunch in groups, after which we discuss (or continue) the afternoon program with the children.

End of the day, staffing

We follow the childcare legislation for the duty rosters of the employees. When children are picked up between 5.30 pm and 7.00 pm, the working time of the pedagogical professionals ends, therefore, step by step and the groups are merged. Each group works according to the same set rituals, so that we create recognisability for all children.

Interim change of groups

It is possible that the group composition or age classification will be reclassified due to changing laws, regulations or educational, organisational and/or economic reasons. Parents are informed of this in a timely manner. During childcare due to, for example, ADV-days (Shorter work weeks) or holidays, it may be that children are cared for in a group other than the fixed basic group.

Before School Day Care (also BSO):

We also offer before-school care (also BSO) in the space of the Lower Foundation group. The children can be dropped off from 7.30 am and are looked after by a pedagogical professional who will take the children to school at 8.15 am. There is time for a handover and if parents wish, the pedagogical professional can arrange for a transfer to the teacher of the school.

In the meantime they can have a drink (tea or milk), possibly eat their breakfast and play (outside) or start the day quietly.

Intake, familiarising and moving on

When children begin at our location, there is an intake interview with parents in which we ask as much information about the child as possible in order to organise the adjustment period as appropriately as possible. We also tell parents how we work and like to relate as closely as possible to home. In consultation with the parents, children can familiarise for a number of days and take, for example, cuddly toys or photos. When moving on to another group or to the BSO (After School Care), we do this as gradually as possible and actively involve the child and parent by discussing this (in advance and) afterwards. The child will take a look at the new group several times from within his own group, either alone or with a friend and can continue to play there for a while. This usually runs smoothly due to our open door policy.

Requesting Extra Half-Days

Extra day care is possible if there is space in the group and no additional employment of staff is required. The permanent pedagogical professional of the group concerned, together with the parents, checks whether this extra care is possible. What is looked at:

- if there are any friends,
- whether a known pedagogical professional is present for the child (on the day that extra care is necessary). An agreement is then made with the parents about of who will welcome the child at drop-off, which staff members are in the group, if the child has any additional needs and if there are any extra considerations.

Additional half-days are requested via the parent app. The first two half-days of extra childcare are free. These two free half-days are also stated on the invoice, so that it is clear to both parties when these half-days are taken during the calendar year.

Exchange Days

We see exchanges as a service and this is only possible if there is room in the group with no additional deployment of staff required. No rights can be derived from it. The pedagogical professional of the group concerned, together with the parents, checks whether exchange is possible within the group. What is looked at:

- if there are any friends,
- whether a known pedagogical professional is present for the child (on the day that extra care is necessary). An agreement is then made with the parents about of who will welcome the child at drop-off, which staff members are in the group, if the child has any additional needs and if there are any extra considerations

Open Door Policy

Our vision on the open door policy is twofold:

Firstly, it offers a more natural reflection of the child's perception of the world. Just like at home, the child is allowed to play in various rooms and thus has more opportunity to discover the world around them. They are introduced to multiple activities and play with different toys than that of their own group. Children also come into contact with other groups.

Secondly, the open door policy makes it easier for children to move on to or temporarily be taken care of in another group. Children know the other spaces, other children and other pedagogical professionals. We have shaped the open door policy as follows:

KDV (Day Care):

The day care groups work closely together following the same planning with regard to educational themes and regular joint-group activities

Foundation Group:

During the play time, children at the Lower Foundation Group leave their own group once a week in the morning to participate in activities together with the Upper Foundation Group.

We make a plan of activities together for each period; a combination of specific development-oriented activities and free play moments in both groups.

Rest periods and food and drink breaks generally take place with their own groups (Lower-Foundation or Upper-Foundation) in the own classroom.

BSO (After School Care):

Children of the BSO start their afternoon (or day during the holiday) with their own basic group. After this start-up, children can choose which activity they will do in which room. If an activity is offered in a basic group and there is still room for children from the other group, in consultation with the teachers, children may participate in this activity. Children can also play freely in the other play areas. There is a daily consultation with the pedagogical professionals of both groups whether it is possible to work with open doors that day. It is examined whether the group's composition, activities and group dynamics allow this.

At lunch time (during the holidays or an ADV-day(Shorter work week)) and/or at the end of an afternoon of a school day, the children sit in their own basic group for a moment of rest with their regular pedagogical professional. Something is therefore eaten and drunk. For activities with large groups of children (more than 30), permanent pedagogical professionals known to the children are always present. Arrangements are made with the children whom to report to if necessary, or at fixed times during the activity.

Observing Well-being and Development

KDV (Day Care) 0 – 4 years old

At our location we work with KIJK!, a nationally recognized tracking system for well-being and development of children

KIJK! 0-7 is an instrument with which we map the development of young children from 0 to 4 years old. With the help of KIJK!0-7 we systematically observe various aspects of the development of children. We observe whether a child is feeling good, whether they feel involved and challenged by various activities and whether there are signs that indicate a risk to development. On the basis of a number of development lines, we see what the child knows and can already do and what the next step in development is.

Looking closely at children is very beneficial. By looking at the behaviour of children, how they show themselves, what they do and the language they use, we can assess what meaning the children give to the activity and what the next step in their development is.

Every day we make observation notes.

Twice a year, in May and November, we make a complete register of development for all the children. We take note of any deviation from the anticipated development if it deviates more than 4 months from their calendar age. Then we close the report.

Once a year we invite parents for a short meeting. If necessary or desired, for example if the child's behaviour stands out and/or lack of development, we invite parents for a second meeting in which we can discuss this more fully.

The last registration takes place around the age of 3.9 months. At the last parent interview before the child goes to school, we print the report which includes all notes since the last registration and we pass a copy to parents. At the other registration moments we do not give the written parent report to parents.

BSO (After School Care) 4 – 13 years old

At the BSO we work with an observation list. During the adjustment period and then annually, around the birthday of a child, the mentor makes an observation of the children he / she is a mentoring and of the group as a whole. Observations are made with their own team and of course parents are invited annually for an interview. The aim is to improve and strengthen the care of individual children but also the care in the group as a whole. This is always in consultation with the parents. An additional observation can always be made. At the BSO we mainly look at well-being. Monitoring and stimulating development is the responsibility of the primary school. If we notice behaviour and development at the BSO, and/or there is concern, we will certainly discuss this with parents and involve the school if parents give their consent.

Transfer of 4 Year Olds

Written Transfer to Primary School

If the primary school uses KIJK! the child is "moved" within the KIJK! system. The school can then collect and view the registration. The transfer report of the child is forwarded to the school or given to the parents.

The child's mentor invites parents for a final interview on the latest observations in KIJK! and transfer to school is discussed.

If the school does not use KIJK!, the latest KIJK! report is handed over to parents with the request to share this with the school. All this, of course, is only with written permission from the parents. A copy is kept in the child's file.

For the 3-year-olds of the Foundation Group who attend the primary school of the ISE, a development report is made according to the format of the ISE. At the Foundation, there are three reports per year, which run parallel to the reporting times of the ISE. The first report is made after the conversation with parents. We discuss the well-being and development of the child and explain to parents how future reports are structured. The second and third reports are just written reports, though, we also offer the possibility of a parent interview if we need to discuss well-being and development.

'Soft' Transfer to Primary School

In addition to the written transfer, we do a soft verbal transfer for children who may need extra support in their behaviour and development, in particular language development. Of course, always with the knowledge and consent of the parents.

Transfer to the BSO (After School Care) or the KDV (Day Care)

Pedagogical professionals at the day care centre (preferably the mentor) may ask, in the final interview with parent, whether a child will use after school care or another day care centre. If this is the case, to ensure a smooth start, the parents will be asked do the transfer to the BSO facility or the new KDV (Day Care) themselves. This is possible, for example, with a printed final report from KIJK! and/or possibly a verbal explanation. The method of transfer is in consultation with parents.

Transfer to Another KDV (Day Care) that works with KIJK!:

If the nursery works with KIJK! the child is "moved" within KIJK!. The school can collect and view the registration.

Transfer to the BSO (After School Care) or Another KDV (Day Care), that does not work with KIJK!:

- The pedagogical professional can pass on the KIJK! Final Report to the parents during the final interview so that they can hand it over to the after school care facility themselves.
- The pedagogical professional can send the KIJK! Final Report to the after school care or hand it in personally with an verbal explanation.

During the introductory meeting with parents of newly started 4-year-olds, the mentor of the BSO (After School Care) can ask whether the child attended the KDV (Day Care) and, if so, how this went and whether there is a transfer for after school care in place. This is to ensure a smooth start at the BSO. The mentor can then immediately explain how the child's well-being and development is monitored in the BSO.

Early Indications

Below is a description of how we identify details in the development of children or other problems and refer parents to appropriate bodies that can offer further support in this regard. It also describes how the pedagogical professionals are equipped for this task and how they are supported in this. We refer to our Care Protocol and the general pedagogical policy of our organization. We record all steps in the child's file.

We discuss with parents and others in the team, the possibilities of care for children who stand out in their behaviour and / or development. We apply three care criteria:

1. The well-being and development opportunities for the child in this group. (Does the regular group benefit the child and do they feel safe and 'seen' in the group?)
2. The well-being and development opportunities for the other children from this group in which the child is placed. (Considering group composition, sufficient attention for the group process, ample individual attention for all the children.)
3. The practical possibilities and the skills of the team. (Competences and stability of employees to guide the child in the group with the other children.)

We regularly have meetings at group level in which we discuss the aspects of each child. If a pedagogical professional notices that a child exhibits unusual behaviour, deviates from anticipated development and / or needs specific care, she discusses this with the parents as soon as possible. e.g. during pick-up and drop-off times. And if possible, of course, with the child himself/herself. A separate appointment can always be made for a meeting with parents.

After consultation with parents, the colleagues and Director, we will observe specifically using our observation system i.e. KIJK!, 'Kijken-naar-Kinderen', IKO (Internal Child-Oriented Consultation) form or VVE (Early Childhood Education) observation lists, always asking ourselves what the function and meaning can be behind the behaviour that the child is expressing. This is of course discussed with the parents. Our Director leads and guides these conversations with the parents. The aim is always to make agreements on how we can take care of the child in the group and how we can support parents in seeking specialised help, if necessary.

If the concerns remain and the chosen solutions and agreements are insufficiently effective, the Director, with the consent of the parents, can discuss the concerns with fellow experts within the organization in an IKO (Internal Child-Oriented Consultation). Parents may join in this conversation.

From the IKO (Internal Child-Oriented Consultation) we make further agreements about how we can take care of the child and what we as childcare can do to help the parents, for example video recordings in the group / at home or observations by other (external) experts. We also discuss how we can provide support with any referral to, for example, with the Early Child Care Centre, the Consultatiebureau (National consultation office), the GGD (Municipal Health Services) or social work.

The Director of the location is in charge and remains the first point of contact for the team, parents and any external assistance.

We join the municipal care structure. And we work together with the school. At the International School Eindhoven, a neighbourhood support team meets regularly to discuss children with a care or support question. GGD (Municipal Health Services) and IMW (Institute for Social Work) employees sit at the table together with the teacher, the IB (Internal Assistant) officer from school and the parents.

Support questions for children from our KDV (Day Care) or the BSO (After School Care) can also be submitted and discussed in the support team. The Director of our childcare centre or a pedagogical professional can then participate in this consultation together with the parents. See the Appendix for further details of the care structure in Eindhoven.

Care Structure 0-12 Age Group Eindhoven

Each municipality has shaped the new role and powers in its own way. Care questions in Eindhoven can be put to “Wij-Eindhoven!”

See the website: <https://wijeindhoven.nl/nl/wat/opvoeden>. Or call 040 - 2388998

There are ten active so-called WIJ teams, divided over 10 neighbourhoods. The accessibility of all WIJ teams is stated on the site. KC Columbus is part of the **Strijp** district.

Parent Information

We inform parents in writing, via the website, via digital newsletters and via the parent app. We inform via the parent committee verbally and via various parent contacts, such as during guided tours and in the introductory meeting; at the drop-off and pick-up handover times and in the individual child meetings. If necessary, an additional meeting can always be organised.

Contact with parents is very important to us. We communicate mainly in English to all parents. For more information about parent contact, please refer to the footnote on our website www.kinderstadinternational.nl/columbus.

Legitimate Deviation from the BKR (Professional Worker to Child Ratio)

We adhere to the legal requirements for the number of pedagogical professionals in the group in relation to the number of children. This is the BKR (Beroepskracht – Kind- Ratio = Professional worker-Child Ratio)

Under certain conditions, the law offers the possibility to use fewer pedagogical professionals than determined according to the BKR. Up to a maximum of 50% of the required personnel input per day of care. This is: *a legitimate adjustment from the BKR (Professional worker-Child Ratio)*.

KDV (Day Care) for 0 to 4 Year-olds

Because we are open from 7.30 a.m. to 6.30 p.m. (after Foundation is until 7.00 p.m.), the Childcare Act offers us the opportunity to use fewer pedagogical professionals for a maximum of 3 hours per day than determined according to the BKR.

We use this option at our location not only to make sure that there is time for breaks for our employees, but also because not all the children are dropped off or picked up at the same time. In order to be able to deviate from the BKR in a responsible manner, we can merge groups. There are always educational professionals in the group with the children. We evaluate the legitimate adjustment from the BKR at least annually.

We inform parents how and at what times we can legitimately adjust from the BKR. We also provide clarity about the times in which we definitely comply with the BKR. The number of pedagogical professionals is then - in accordance with the BKR - in proportion to the number of children.

There are schedules for all base groups with the times at which we may deviate from the BKR. We provide the schedule during the intake interview and then explain it to the parents.

The schedules are attached as appendices to the Pedagogical Location Policy.

BSO (After-School Care) for 4 to 13 Year-olds

Our BSO is open from 3.30 pm to 7.00 pm. The Childcare Act offers us the option of using fewer pedagogical professionals per day for a maximum of half an hour than determined according to the BKR.

We make use of this option at our location as not all children arrive or leave at the same time. In order to be able to deviate from the BKR in a responsible manner, we merge groups. There are always educational professionals in the group with the children. We evaluate the legitimate deviation from the BKR annually.

We offer full day care during school holidays, study days or ADV (Shorter work week) days at school. The law then provides the option of using fewer pedagogical professionals for a maximum of 3 hours per day determined by the BKR, in accordance with the KDC (Day Care) scheme.

We inform parents how and at what times we can legitimately deviate from the BKR. We also provide clarity about the time frame in which we certainly comply with the BKR. The number of pedagogical professionals is then - in accordance with the BKR - in proportion to the number of children.

There are schedules for all basic groups with the times at which we may deviate from the BKR. We provide the schedule during the intake interview and explain it to parents.

The schedules are attached as Appendices to the Pedagogical Location Policy.

Support in Case of Emergency

When one pedagogical professional is at work on the location, in **accordance with the BKR (Professional-Child Ratio)**, we can always use the Emergency Response Team members / First Aid Staff present on campus, as they are always present when our childcare centre is open. This ensures that someone is there within a few minutes. How we have arranged this is set out in our Health and Safety Policy Plan.

When, at the start or end of the day and during breaks, one pedagogical professional works at the location, in deviation from the BKR, at least one other adult is always present in the building to provide support in case of emergencies. How we have arranged this is set out in our Health and Safety policy plan.

Four Eyes Principle (Only Day Care 0-4 Age Group)

At our KDV (Day Care) for 0-4 year olds, we ensure that a second adult can always watch or listen with a pedagogical professional if he or she is working alone in the group or alone with a child or a group of children. How we do this in practice is detailed in our Health and Safety Policy Plan.

Support by Adults in Addition to the regular Pedagogical Professionals

The following adults work at our location:

The Director:

The Director leads the team and is regularly present in groups to coach and support in stimulating the development of children and strengthening the pedagogical practice, working with the child tracking system (KIJK!) Also the transfer for 4- year olds. If necessary the Director will provide added support during regular parent discussions. And will play a central role in conversations with parents about unusual behaviour or care for the development of a child.

The Director is pedagogically authorized to work in a group and will step in if necessary.

Pedagogical Policy Officer / Coach

The coach is an HBO (Degree) level pedagogically trained employee who coaches and supports the pedagogical professionals at group level at Pre-School Education Day Care centres, among other things, working with the VVE (Early Childhood Education) program and the KIJK! (child tracking system), stimulating the development of children and strengthening pedagogical practice.

Interns / Pedagogical Professionals in Training:

At our location there are regular internships or pedagogical professionals in training. They follow various courses such as HBO (Degree) Social Pedagogical Work, HBO (Degree) Pedagogy, PABO (Bachelor Degree) or MBO (Further Education) training as a pedagogical professional. During their training, we can decide to give interns an employment contract to fill in during school holidays or in case of emergencies. The CAO (Collectieve Arbeids Overeenkomst = Collective Labour Agreement) is leading in this. Interns are linked to a fixed group to ensure stability and clarity for the children and parents. Each intern is assigned a fellow pedagogical professional as a mentor who guides him / her in the day-to-day care of the group.

Interns participate as much as possible in the group's day program. They guide the children during the free play, assist and guide with activities and help with various household tasks. At the KDV (Day Care), trainees can also perform the caring tasks of feeding, changing, putting to bed and getting out of bed, but they never do this alone, only together with a permanent pedagogical professional. Under the supervision of the mentor or another pedagogical professional, he / she can carry out various assignments that are necessary for the training.

Domestic Worker whose main tasks are:

Maintaining the floors. Daily cleaning work on furniture, toilet and kitchens. This is done during the day care times of the children..

Gardener whose main task is:

Maintenance of the garden, which is done during the day care times of the children.

ISE's Facility Service whose main task is:

All jobs that are passed on from childcare and after school care. e.g. building maintenance, furniture repair, etc. This is done during the day care times of the children.

Teachers Upper-Foundation Group:

They are responsible for the children in the Upper Foundation Group.

Appendix:

- I Foundation Group Method
- II Pilot English as a Second Language at Columbus
- III Legitimate Deviation from the BKR (Professional Worker-Child Ratio)

Appendix I: Foundation Group Working Method

Pedagogical professionals from Columbus and teachers from the ISE work closely together. The 3 and 4-year-olds are offered pedagogical-educational activities for five mornings to properly prepare and facilitate the start at primary school. The pedagogical professionals as well as the teachers and assistants from school speak either Dutch or English, therefore both languages are represented. This working method with the Foundation Group for 3 and 4-year-olds has been approved by the GGD (Municipal Health Services).

Start of the day

Children who are registered for the Foundation Group will be received in an open, hospitable and friendly manner between 08.15 am and 08.30 am in their own group, either the Lower Foundation Group, Planets for 3-year-olds or the Rainbow group. The language of communication for the transfer with the parents of 3-year-olds is English or Dutch and is adapted to the needs and capabilities of the parents and their child. We take into account possible cultural differences and approach parents and children with respect. After saying goodbye to the parent (s), children can play with the materials that are already set out. This can be in the play corners, or at the table with a game or drawing supplies. They may choose for themselves. In this way we meet the needs of the child and look for peace and quiet and a relaxed atmosphere in the group.

Language

The pedagogical professionals speak Dutch or English with the children according to the "one teacher one language principle". With the new pilot, we also started with an English-speaking pedagogical professional in each group. We do not attempt to translate, but support them in their own language.

Learning While Playing

The toys are put away at a fixed time during the day. We start with a group moment of our own pedagogical employees in the Lower Foundation Group. The toddlers are invited to the circle and are personally welcomed. Fixed topics in this circle time are the days of the week, the weather and the program for the day. We do a small central activity such as a song, rhyme or story. Then the toddlers are invited and encouraged to participate in the different focus activities in different corners.

Activities

Reading a story interactively, discussing a theme together or collaborating on a creative project stimulates the children in their interaction with each other and with us. It supports group activities and allows children to experience that they are part of our group. We work with themes that have been translated into goals to be achieved in the areas of social-emotional, cognitive, communicative, motor, creative, social and moral competences. Activities are part of a multi-week program. We find repetition, naming, role playing and participating are important ways to stimulate children in their development.

Free Play

Our rooms have sufficient stimulating play materials and the design offers various options during those free play moments. In a construction corner, doll corner and on the play mat, children are inspired to all kinds of games. We observe, encourage, let children solve problems themselves, and help children in difficult situations to play along.

Playing Outside

We think it is important that children play outside. Often as free play time where the fun of playing outside is paramount. But also as moments to experience the seasons and seasonal festivities. In addition, we find it important to let the children experience sand, water, grass, etc. We do this for example, by moving the letter corner outside and writing with our fingers and twigs in the sand or with wet brushes on the outside wall. Playing circle, tap and run games together is another possibility

that teaches children a lot about winning and losing, discussing and negotiating, dealing with rules and agreements and working together. Through exemplary behaviour, structure, good explanation and a positive approach, the pedagogical professionals play an active role in this.

Break time

During the break, the children can drink and eat something in their own Lower Foundation group. This is a moment of calm in which we create a rich language environment. The pedagogical professionals speak Dutch and if necessary, use a few English words.

Open Door Policy

Foundation Groups Planets and Rainbow are next to each other. By means of 'open doors' the children can play together at certain times during play time in the day, for example during the holidays, in both group areas, in the connecting corridor or outside.

Humour and having fun together, attention and care for each child and involving all the children in group activities is very important. The pedagogical professionals play an essential role in the well-being of the children, this is the basis for development.

Lunch and Rest

At the end of the morning, the children tidy up, go to the toilet and wash their hands. They go to their own group room with their own base group together with their supervisors for lunch. After lunch, a number of toddlers are collected by their parents. The other toddlers remain in the rooms of the Planets Foundation. After lunch, Afternoon care is offered by the After Foundation. The handover to parents is done by the pedagogical professional. All supervisors know the children well.

The After-Foundation Group

The afternoon program for these children takes place in the After-Foundation Group. With a focus on play, fun and informal learning where children can make their own choices. We create a moment for rest. Children who want to sleep can go to bed, children who only want to rest can do so on the couch. Children who do not feel the need to rest or sleep can play quietly at the table or, for example, listen to a nice story together. They can also play outside or play a game with a group of children. We consult with parents about the moment of rest and what their child needs.

Appendix II: Pilot English as a Second Language on Columbus

In the spring of 2018, we began a pilot to start speaking English with the children in the day care centre of the Columbus children's centre in addition to Dutch. We have chosen English because it is a world language and because the primary school of the ISE teaches in English. At the Foundation Group, English was already spoken by the ISE teachers during the joint moments of 3- and 4-year-olds. So now we work like this in all groups. We communicate in English with almost all parents. The aim is that there is always a pedagogical professional in the group who speaks Dutch as well as a colleague who consistently speaks English with the children.

A number of pedagogical professionals from day care and Foundation were trained in "Cambridge English" at a higher vocational education level in the period from October 2017 - February 2018 and received a certificate. This certificate is archived on location and accessible to parents or other interested parties.

The effect and results of this pilot are scientifically monitored at the day care. This is mandatory from the Ministry of Social Affairs and Employment and the quality requirements of the Childcare Act. The monitoring took place in November 2018 producing a base measurement. During the course of the pilot they will come and observe four times. We ask permission from parents to record research data if child data is required and used.

KDV (Day Care)

Regular pedagogical professionals are linked to all the core groups: Stars, Moon, Rainbow, Sun and Foundation. One pedagogical professional speaks Dutch with the children and the second consistently speaks English. On the days that, according to the BKR (Appendix III), only one pedagogical professional is scheduled for the group, he or she speaks Dutch or English (one teacher one language) with the children. When a second pedagogical professional begins working in this group, they will speak English with the children. In this way, the children are offered an average of 50% English and 50% Dutch language during the day. The staff roster indicates who speaks English and who speaks Dutch with the children on which day. We inform the parents which language will be used at the beginning of the childcare day when they bring their child. This way it is immediately clear to the children in which language they are being addressed by this employee. For continuity, there is a schedule outlining the days that the employees speak English or Dutch. So all pedagogical professionals can continue to gain sufficient experience in communicating with the children in English.

Play activities and circle times are offered and supervised by one of the two pedagogical professionals in the language he / she speaks that day. In the day program and the activity planning, account is taken of a proportional distribution of activities that are supervised in Dutch or in English. In this way, the allocation of Dutch and English is transparent to the team and parents. If a child has noticeable difficulty in following the explanation and guidance during a game or circle time, the second pedagogical professional can connect to the group for a while and provide extra support with explanations in the second language. We also use icons, photos, objects or gestures together with the singing of Dutch and English songs

The individual connection, when changing, feeding and putting to bed or getting out of bed, are guided in the language that the pedagogical professional speaks that day. In principle, there is no daily child division between the two pedagogical professionals. There is, however, a balance between individual child contact moments and non-child-oriented tasks such as cleaning the table, tidying up and washing the dishes after table time. This gives the pedagogical professionals sufficient individual contact with the children, throughout the day.

Overview of Monitoring:

- Day lists with the child planning on each core group;
- Staff Roster

Foundation

Spread over the week, four different pedagogical professionals are employed at the Foundation. Two of them speak English with the children and two of them speak Dutch. It is divided in such a way that there is always someone who speaks Dutch and there is always someone who speaks English. When this deviates, it is possible that, as an exception, only Dutch or some English is spoken. Both languages are offered during play and circle time. There is a proportional split offered in both English and Dutch. If, for example, a pedagogical professional offers a group activity in English, the other pedagogical professional will join in in Dutch. Furthermore, the same policy is practiced within childcare.

BSO (After School Care)

Circle time at the table at the start and break.

Upon arrival, the children are greeted in their own core group. They start with a drink, snack and a chat. The pedagogical professionals tell the children in which language they will communicate that afternoon, Dutch or English. So that it is clear to the children whom they should contact if they prefer communication in Dutch or English with questions or support. If there are two pedagogical professionals in the group, the group of children may be divided into two groups, with one pedagogical professional supervising one group in Dutch and the other colleague with the other group, in English. Children are free to choose which group, and therefore which language, they want to join. It is agreed with the children that they answer in the language that the pedagogical professional speaks to them in. The pedagogical professional can help the children to find the right words by switching to the other language.

Games and Activities

Play activities and circle times are offered and supervised by one of the two pedagogical professionals in the language he / she speaks that day. In the day program and the activity planning, account is taken of a proportional distribution of activities that are supervised in Dutch or in English. All pedagogical professionals who run the groups together go through the (afternoon) day program and note the language used for the activity or the circle time. In this way, the proportional distribution of Dutch and English is transparent to the team and parents. If a child has noticeable difficulty in following the explanation and guidance during a game or circle time, the pedagogical professional can switch to the other language for a while and provide extra support with explanations in the second language. This also happens while playing outside

Pick-up Time

From about 5.15 pm, core groups may be merged and group rooms closed off, so that the management can keep an overview of all children. The last pedagogical professional who ends the day can speak Dutch or English at the discretion and preference of the children. Parents can collect their children between 5.00 pm and 7.00 pm. Earlier is possible, but preferably in consultation with the pedagogical professional. During pick-up we take the time to chat with the parents to share how the day went for the child. We talk to the parent in the parent's choice of English or Dutch. If there is reason to talk more extensively, a separate appointment will be made for this.

Overview of Monitoring:

- Day lists with the child planning on each core group;
- Staff Roster;

Communication with Parents

The decision to speak English with the children as a second language in addition to Dutch was partly taken at the express request of many parents. Parents indicated that they found it important that their child learns to speak English as early and as often as possible. Parents consider this important for the worldwide opportunities for their child in the future.

The pedagogical professionals already communicate with parents a great deal in English during guided tours, intake, drop-off and pick-up times and at the annual child meeting.

The primary school of the ISE teaches the children in English. The transition from KDV (Day Care) to primary school at the ISE is facilitated more easily if the young child becomes familiar with the English language. We initiated the Foundation Group with express request and wholehearted support of parents and the primary school, because the use of a second language in day care has not been allowed to date. When the legal possibility of a second language pilot became known, parents immediately responded enthusiastically. This pilot is very important to us. We submitted our pedagogical location policy with the explanation of this pilot to the parent committee, which then gave a positive recommendation. See the request for advice and approval with signature.

Speaking English at the BSO (After School Care) with the children of primary school can also be of added benefit to the children. After the school day there is no major change to another language. The pedagogical professionals of the after school care can communicate with the children in Dutch and English. A logical and natural option as English is often spoken with the parents during pick-up.

We currently communicate with all parents through the "Newsletter Columbus", an English-language newsletter. Of course, we also have this newsletter in Dutch for our Dutch parents. We regularly organise parent contact moments for example the "Eat, Meet and Greet", a successful annual parent afternoon in an informal atmosphere with drinks and snacks brought in by the parents themselves. The international atmosphere and dynamics are very positive.

We also hold parent evenings in which an appropriate theme is discussed over the upbringing and growing up of young children. Parents find this very interesting.

We like to talk to parents about, for example, (cultural) differences in parenting style and parenting goals. Or about how children develop and how we, as a childcare centre, seek to connect with the natural curiosity and universal need of children to discover the world from a safe place.

How do you find the balance between learning through structured teaching material and giving children the space to find and walk their own path? That is the most important question for us in our conversation with parents. And communicating with children in the English language will certainly be a challenge.

Participation in Multilingual Networks

Columbus participates in several networks in this region, all of which aim to receive and support expatriates and their families as positively as possible and to offer facilities to make living and integration in the Netherlands a success. The most important cooperative relationships for us as a childcare centre are listed here.

Cooperation Covenant ISE

Columbus is located on the site of and works in partnership with the ISE. There is a cooperation agreement with a joint vision on internationally oriented care and education and joint agreements on the use and maintenance of spaces.

Partner HEC

Columbus is affiliated to and official partner of the HEC region of Eindhoven - Holland Expat Centre - a community of companies that offer services to expats. There are regular network lunches in which companies meet and strengthen cooperation in their offer of support to expats.

Midwifery Practice

This English-language midwifery practice in the Eindhoven region, gives our flyers about internationally oriented childcare to pregnant women they support. Columbus promotes this midwifery practice among expat parents whose children we take care of in our childcare centre.

Radboud Language Institute, Nijmegen

At this language institute, our pedagogical professionals have followed the Cambridge English HBO course. The primary school of the ISE also cooperates with this Institute when it comes to language training.

Appendix III: Legitimate Deviation from the BKR (Professional Worker-Child Ratio)

We adhere to the legal requirements for the number of pedagogical professionals in the group in relation to the number of children. This is the BKR (Professional worker-Child Ratio).

Under certain conditions, the law offers the possibility to deploy fewer pedagogical professionals than determined according to the BKR. Up to a maximum of 50% of the required personnel deployment per day of care. This is: *a legitimate deviation from the BKR (Professional worker-Child Ratio)*.

KDV (Day care) 0- to 4-year-olds Name of the core Groups: Stars / Sun / Moon

Legitimate deviation from staff deployment in relation to the number of children:

Day of the week: Monday / Tuesday / Wednesday / Thursday / Friday

07.30 am - 08.00 am:

Welcome in the Group Room: Stars

It will be opened with one pedagogical professionals for the group of Stars

Between 08.30 am and 09.00 am we can legally deviate from the BKR for half an hour.

More children may have already arrived than we are allowed to receive according to the BKR.

08.00 am - 09.00 am:

The Stars Room is open from 07.30 am and the regular pedagogical professionals from Sun, Stars and Moon start at 8.00 am and then take the children to their own groups. The second pedagogical professional for each group starts at 09.00 am.

09.00 am – 1.00 pm:

Morning Program

Between 1.00 pm and 3.00 pm we can legitimately deviate from the BKR for 2 hours.

The pedagogical professionals take turns to have lunch for an hour. The children continue to play in their own group and some of the children sleep.

3.00 pm – 6.00 pm:

Continuation of the Afternoon Program

Between 5.00 pm and 5.30 pm we legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

6 pm to 6.30 / 7.00 pm

At the end of the day, parents can collect their child/children from the Stars Group.

The pedagogical professionals will leave one after the other every half hour.

After 6 / 6.30 pm The pedagogical professionals will leave when the number of children allows this. All pedagogical professionals are aware of this and therefore know that an end time after 6:00 pm will depend on the number of children remaining

Legitimate deviation from staff deployment in proportion to the number of children on days when a group works alone:

Day of the Week: For the Sun Group on a Friday.

07.30 - 08.30 am:

Welcome in the Group Room: Stars (for the groups Stars and Rainbow)
It will be opened with one pedagogical professional in the Stars Group.

Between 08.30 am and 09.00 am we can legally deviate from the BKR for half an hour.

More children may have already arrived than we are allowed to receive according to the BKR.

08.00 - 09.00 am

The Stars Room is open from 07.30 am and the regular pedagogical professional from Sun starts at 8.30 am and then takes the children to their own group. The second pedagogical professional starts at 09.00 am. In the group where the pedagogical professional works alone, the pedagogical professional starts at 8.30 am.

09.00 am – 1.00 pm:

Morning Program

Between 1.00 pm and 3.00 pm we can legitimately deviate from the BKR for 80 minutes in the group where two pedagogical professionals are used. There is no deviation from the BKR in the group where one pedagogical professional is used.

The pedagogical professionals take turns to have lunch for 40 minutes. The children continue to play in their own group and some of the children go to sleep. The 40-minute breaks take place between 1.00 pm, and 3.00 pm,. The pedagogical professional who started at 7.30 / 8.00 will take the break of the pedagogical professional who works alone.

3.00 pm - 5.30 pm / 6.00 pm:

Continuation of the Afternoon Program

Between 5.00 pm and 5.30 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

5.30 pm - 6.30 pm / 7.00 pm :

We round off the day in the Stars group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

After 5.30pm / 6pm / 6.30pm; pedagogical professionals only leave when the number of children allows it. All pedagogical professionals are aware of this and therefore know that an end time after 6 pm will depend on the number of children remaining.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 7.30 am and 8.30 am;

Between 09.00 am and 1 pm;

Between 3.00 pm and 5.00 pm;

After 5.30 pm / 6.30 pm;

The Pedagogical professionals only leave when the number of children allows this. All Pedagogical professionals are aware of this and therefore know that an end time after 6.00 pm will depend on the number of children remaining.

Legitimate deviation from staff deployment in relation to the number of children:

Day of the week: Monday / Tuesday / Wednesday / Thursday / Friday

07.30 - 08.00 am:

Welcome in the Group Room: Rainbow

The Rainbow Group will be opened with one pedagogical professional.

Between 08.30 am and 09.00 am we can legally deviate from the BKR for half an hour.

More children may have already arrived than we are allowed to receive according to the BKR.

08.00 - 09.00 am:

The Rainbow Room is open from 07.30 am and the regular pedagogical professional from the Planets Group starts at 8.00 am and then takes the children to their own group. The second pedagogical professionals start at 08.30 am in Planets and at 09.00 am in Rainbow.

09.00 am - 1pm:

Morning Program

Between 1.00 pm and 3.00 pm we can legitimately deviate from the BKR for 2 hours.

The pedagogical professionals take turns to have lunch for an hour. The children continue to play in their own group and some of the children sleep.

3:00 pm - 6:00 pm:

Continuation of the Afternoon Program

Between 5.00 pm and 5.30 pm we legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

6 pm to 6.30 / 7.00 pm

At the end of the day, parents can collect their child/children from the Rainbow Group.

The pedagogical professionals will leave one after the other every half hour.

After 6 / 6.30 pm The pedagogical professionals will leave when the number of children allows this. All pedagogical professionals are aware of this and therefore know that an end time after 6:00 pm will depend on the number of children remaining

Half hour Arrangement BSO (After School Care)

Name core Group: Yellow Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children.

Day of the week: Monday / Tuesday / Thursday

3.30 pm - 4.00 pm:

Welcome in the Yellow Fox Group Room

With two pedagogical professionals

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 5.30 pm:

Afternoon program

5.45 pm - 7.00 pm:

We round off the day in the Yellow Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.45 pm and 6.15 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.45 pm

And after 6.15 pm.

Half hour Arrangement BSO (After School Care)

Name core Group: Green Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children.

Day of the week: Monday / Tuesday / Thursday

3.30 pm - 4.00 pm:

Welcome in the Yellow Fox Group Room

With two pedagogical professionals

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 5.30 pm:

Afternoon program

5.45 pm - 7.00 pm:

We round off the day in the Yellow Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.45 pm and 6.15 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.45 pm

And after 6.15 pm.

Half hour Arrangement BSO (After School Care)

Name core Group: Yellow Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children

Day of the week: Wednesday / Friday

3.30 pm - 4.00 pm:

Welcome in the Yellow Fox Group room

With two pedagogical professionals

And with one pedagogical professional on Friday

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 5.30 pm:

Afternoon program

5.30 pm - 7.00 pm:

We round off the day in the Yellow Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.30 pm and 6.00 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.30 pm

And after 6.00 pm.

Half hour Arrangement BSO (After School Care)

Name core Group: Blue Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children.

Day of the week: Monday / Tuesday / Thursday

3.30 pm - 4.00 pm:

Start and welcome to the Blue Fox Group room

With two pedagogical professionals

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 5.30 pm:

Afternoon program

5.45 pm - 7.00 pm:

We round off the day in the Blue Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.45 pm and 6.15 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.45 pm

And after 6.15 pm.

Half hour Arrangement BSO (After School Care)

Name core Group: Orange Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children.

Day of the week: Monday / Tuesday / Thursday

3.30 pm - 4.00 pm:

Welcome to the Orange Fox Group room

With three pedagogical professionals

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 5.30 pm:

Afternoon program

5.45 pm - 7.00 pm:

We round off the day in the Blue Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.45 pm and 6.15 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.45 pm

And after 6.15 pm.

Half hour Arrangement BSO (After School Care)

Name core Group: Blue Fox

For a maximum of half an hour per afternoon we can deploy less staff in relation to the number of children to whom we offer care (BKR). We do this at beginning and /or at the end of the afternoon.

This schedule below shows the times at which we can deviate.

Legitimate deviation from staff deployment in proportion to the number of children.

Day of the week: **Wednesday / Friday**

3.30 pm - 4.00 pm:

Start and welcome to the Blue Fox Group room

With 2 pedagogical professionals

3.30 pm - 4.00 pm:

All pedagogical professionals start and take the children to their own core group.

4.00 pm - 6.00 pm:

Afternoon program

6.00 pm - 7.00 pm:

We round off the day in the Yellow Fox Group room where parents can pick up their child. The pedagogical professionals will leave one after the other every half hour.

Between 5.30 pm and 6.00 pm we can legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 3.30 pm and 5.30 pm

And after 6.00 pm.

3-hour Arrangement BSO(After School Care) Name core group: BSO

Groups 1 & 2

(Yellow Fox and Green Fox)

Holiday dates: <ul style="list-style-type: none">• 25-10-2021 until 29-10-2021• 23-12-2021 until 7-01-2022• 28-02-2022 until 04-03-2022• 18-04-2022• 25-04-2022 until 06-05-2022• 26-05-2022 until 27-05-2022• 06-06-2022 until 07-06-2022• 25-07-2022 until 02-09-2022	Study (staff training) days: <ul style="list-style-type: none">• 06-09-2021• 22-12-2021
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Legitimate deviation from staff deployment in proportion to the number of children

Day of the week:

Monday / Tuesday / Thursday

07.30 - 08.00 am:

Welcome to location: Columbus in group room: Yellow Fox

With one pedagogical professional

Between 08.30 am and 09.00 am we can legally deviate from the BKR for half an hour.

More children may have already arrived than we are allowed to receive according to the BKR.

08.00 am – 09.00 am

The permanent pedagogical professionals arrive and divide themselves with the children over the different areas.

09.00 am - 1.00 pm:

Morning Program

Between 1.00 pm and 3.00 pm we can legitimately deviate from the BKR for 2 hours.

The pedagogical professionals take turns to have lunch for an hour. The pedagogical professionals who remain behind divide themselves over the areas where the children are.

3.00 pm - 5.00 pm:

Continuation of the Afternoon Program

5.00 pm - 7.00 pm

At the end of the day, parents can collect their child/children from Columbus in the Yellow Fox Group room.

The pedagogical professionals will leave one after the other every half hour.

Between 5.00 pm and 5.30 pm we legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 7.30 am and 8.30 am;

Between 09.00 am and 1 pm;

Between 3.00 pm and 5.00 pm;

After 5.30 pm

3-hour Arrangement BSO (After School Care)

Name core group: BSO
Groups 3 & 4
(Blue Fox and Orange Fox)

Holiday dates: <ul style="list-style-type: none">• 25-10-2021 until 29-10-2021• 23-12-2021 until 7-01-2022• 28-02-2022 until 04-03-2022• 18-04-2022• 25-04-2022 until 06-05-2022• 26-05-2022 until 27-05-2022• 06-06-2022 until 07-06-2022• 25-07-2022 until 02-09-2022	Study (staff training) days: <ul style="list-style-type: none">• 06-09-2021• 22-12-2021
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Legitimate deviation from staff deployment in proportion to the number of children

Day of the week: Monday / Tuesday / Thursday

07.30 - 08.00 am:

Welcome to location: Columbus in group room: Yellow Fox

With one pedagogical professional

Between 08.30 am and 09.00 am we can legally deviate from the BKR for half an hour.

More children may have already arrived than we are allowed to receive according to the BKR.

08.00 am – 09.00 am

The permanent pedagogical professionals arrive and divide themselves with the children over the different areas.

09.00 am - 1.00 pm:

Morning Program

Between 1.00 pm and 3.00 pm we can legitimately deviate from the BKR for 2 hours.

The pedagogical professionals take turns to have lunch for an hour. The pedagogical professionals who remain behind divide themselves over the areas where the children are.

3.00 pm - 5.00 pm:

Continuation of the Afternoon Program

5.00 pm - 7.00 pm

At the end of the day, parents can collect their child/children from Columbus in the Yellow Fox Group room.

The pedagogical professionals will leave one after the other every half hour.

Between 5.00 pm and 5.30 pm we legitimately deviate from the BKR for half an hour.

There may then be too many children in relation to the number of pedagogical professionals.

ATTENTION

At the times mentioned below, the ratio between the number of children present and the number of pedagogical professionals is in order and we comply with the BKR:

Between 7.30 am and 8.30 am;

Between 09.00 am and 1 pm;

Between 3.00 pm and 5.00 pm;

After 5.30 pm

