



## Educational Policy

Daycare  
Preschool  
After-school care

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## 1. Welcome to KinderRijk

What is our vision for children attending our childcare and after-school care? What is our approach to providing care to children, how do we encourage children's development? What is KinderRijk's role and how do we involve the parents? This Educational Policy sets out the answers to these questions and explains what we do and why.

This Educational Policy is intended for parents and other interested parties as well as for educational professionals. It is based on the latest scientific studies in education and development and the relevant law requirements. All this has been converted into work instructions for daily practice and this together determines our work procedures.

## 2. KinderRijk's organisational mission and vision and educational vision

### Organisational mission

As partners in care and education, we support parents in combining parenting and work. Together we enhance children's world by facilitating the magic of self-discovery and creative expression.

### Organisational vision

We recognise that children are powerful and competent individuals with great talent and potential. By facilitating the magic of discovery and creation, we enhance their world together with them. We recognise the pivotal role we play in a child's environment and development. We are collaborative partners with the parents in the upbringing of their children.

### Educational vision

We give space to children!

Space to grow, to explore, develop in their own way and at their own pace. With a view of the future: independent, sustainable, peaceful and self-aware.

The magic of discovery evolves through an interesting, varied and inspiring range of activities. The indoor spaces provide security and room to experiment. The outdoor spaces are adventurous and inspire children to go and explore.

### Educational principles

KinderRijk applies four key principles: Fun, Respect, Development and Imagination. Our daily activities are based on these four concepts.

KinderRijk's key principles are based on the educational objectives set out in the Childcare Act:

KinderRijk key principles	Prime objectives in the Act
Fun	Emotional security
Respect	Acquisition of standards and values, culture
Development	Personal competence Social competence
Imagination	A KinderRijk key principle, linked to all the above prime objectives



**Fun** has top priority at KinderRijk: are the children enjoying themselves and do they feel comfortable? Science teaches us that only children who feel safe will focus beyond themselves and will be open to others, will play and explore, which helps them acquire new knowledge and skills. We make them feel safe and secure by providing a recognisable set structure for activities and by maintaining permanent staff in the group where possible. In addition, each child has a mentor, who is one of the familiar faces in the group. The mentor is responsible for monitoring the development of his or her mentees and conducts parent-teacher conversations with these children's parents.

**Respect** for yourself, others and the environment is closely related to the acquisition of standards and values. Playing and living in a group is a unique opportunity to achieve this. We provide structure and boundaries in a natural and playful way, for example, not hurting another child, without harming children's self-esteem. Children also become acquainted with other customs and cultures.

**Development**: a considerable amount of attention is devoted to the development of children at KinderRijk, which includes social and personal development. Children learn to play and share together, help others, make friends and empathise with others, and we help them with this.

We also encourage children to acquire personal skills, such as independence, perseverance, flexibility and courage.

Our educational professionals use a systematic method in accordance with the Methodical Procedures Policy. This allows us to provide a rich play and learning environment with a variety of activities that are tailored to each child's development and interests. Activities are provided in KinderRijk's seven areas of development, which include social-emotional development, language skills, creativity, motor skills, technology, measurement and arithmetic, nature awareness, music and dance.

**Imagination** is a unique KinderRijk key principle as imaginary play gives children the opportunity to process their experience and emotions. Imagination stimulates development. Role-play helps children to develop knowledge about society and how to interact with each other. Open-ended materials, which are simple and loose materials that allow children to play with freely, contribute to children's problem-solving skills as well. The focus here is on playful discovery by using materials such as wooden blocks, shells, pebbles, rings that can represent anything.

## **Introduction**

During the initial introduction to the group, we ensure that the child and parents will be given sufficient time to acclimatise to the new environment. By making arrangements together and sharing expectations, parents and educational professionals can get to know each other and establish a basis for mutual trust. Children must be able to get used to their new environment at their own pace and feel comfortable, which also applies to the parents. The educational professionals carefully consider what is best for the child during the first few days and discuss this with the parents. The same applies when the child changes groups.

During the moments when children are dropped off at the location and picked up from the location, we make time to chat to parents about their child's interests. This helps us to connect with the child's world and increase parental involvement. Also, children will be pleased to see their parents getting along well with the educational professionals.

## **Parental involvement**

Our core task is to provide care to and educate children in a group setting, together with the parents of course. This is based on good communication and sharing information among the parents, children and educational professionals, based on equality and partnership. We believe that it is essential that the parents feel welcome and share their needs, ideas and any concerns with us.

The Parent Policy describes how we organise our collaboration with parents.

Coordination and sharing information is a two-way process. We provide the parents with information and, conversely, parents inform the educational professionals about the home situation. A reciprocal and equal relationship, which is an educational partnership, creates the best conditions for the child's development, both at home and at the childcare location. In this setting, the parents are the ultimately responsible persons for the child, while educational professionals use their expertise in education.

We keep parents up to date by using the parent app, our website and location newsletters. An annual parent-teacher conversation is held every year in addition to the daily contacts. During this conversation we take the time to discuss together how the child is doing, based on our observations.

Besides this conversation, an annual educational parent meeting is held at each location in order to take the parents through our working methods.

Parents have a significant role in determining the approach we take in our work. In the location's Parent Committee or in the Central Parent Council of KinderRijk, they can participate in discussions and even provide their opinions on policy, with the aim of guaranteeing and improving the quality standards of childcare. Our structural customer satisfaction surveys serve this purpose as well.

## **Education**

A smooth connection between the primary school and childcare is essential, both practically and in terms of educational advancement. The practical aspects refers to offering children aged four to twelve the most effective day programme. Educational advancement refers to the continuous learning and development line from childcare to primary school. This ensures recognition and stability and is the reason why we have regular contacts with the various primary schools close to our locations.

A child may be a little anxious about the transition from preschool or daycare to primary school and after-school care. For this reason, we regularly offer activities outside the group, the 3+ programme, for children around the age of 3.5 years. Children play together with their peers and are inspired to discover new skills and materials. Self-reliance is encouraged.

We provide clear and safe care to 4-year-olds at the after-school care location. We believe that coordination with the primary school is particularly relevant in the initial period.

### 3. Educational approach

The educational professionals' approach in their interaction with children ensures that children feel safe, can develop, learn social skills and understand rules, standards and values. The goal is the well-being of the children and their development, and educational action is a method of achieving this. Sometimes this means taking a step back and taking no action.

#### **Interaction skills**

Our educational professionals are trained in six interaction skills:

- Sensitive responsiveness
- Respect for autonomy
- Structuring and leadership
- Talking and explaining
- Encouraging development
- Guiding mutual interactions

#### **Sensitive responsiveness**

Children feel secure when we respond positively to them and let them know that we are there for them when they need us. This helps children feel more confident in themselves and others and makes them feel seen, heard and understood. Children who receive positive attention are given the message that they are worthwhile. They are always eager to discover and explore the world around them, gain new experience and learn.

#### **Respect for autonomy**

This is about giving children the freedom to discover things for themselves. We support their initiatives and encourage individuality. This enables children to experience the satisfaction of achieving things independently. This lays the groundwork for making independent decisions and taking responsibility for their behaviour.

#### **Providing structure and leadership**

We help to bring order to the world for children through rituals and rules, which are fixed sequences of actions and activities. This creates familiar - and therefore safe - patterns. Within these patterns, children have the freedom to explore and discover for themselves.

#### **Talking and explaining**

Educational professionals use language to help children identify their feelings. We listen to them respectfully and encourage them to have their say as much as possible. Visual language can be helpful here, such as using pictograms to represent the daily schedule and emotions. Positive behaviour is rewarded, while negative behaviour is addressed through redirection towards positive behaviour.

#### **Promoting development**

An essential part of our work is promoting the development of children. We provide a well-prepared environment that makes children feel welcome and encourages them to play actively and independently. The educational professional will observe, listen and respond to the children's interests. In addition, she enhances the play by introducing a variety of activities.

#### **Assistance in mutual interactions**

Children enjoy spending time together, develop friendships and learn to resolve disagreements. This is where childcare can provide added value. Educational professionals are instrumental in facilitating these interactions and provide ongoing support.

## 4. The group

Care is provided to children at KinderRijk's childcare and preschool facilities in core groups, which are known as base groups at the after-school care facility. The idea of these groups is that children are placed in a familiar environment. They are surrounded by children and educational professionals whom they are familiar with. Up to two permanent educational professionals are assigned to babies up to one year old, at least one of whom works in the baby group every day. Up to three educational professionals are assigned to older children. Children are also familiar with the educational professionals and children from another core group in case a group has to be merged in exceptional circumstances.

To help children feel at home at daycare, our placement policy requires them to attend at least two days a week. For preschool we require a minimum of two mornings per week, and for after-school care a minimum of one day.

We provide care to children from a variety of different backgrounds. When they start attending childcare, some children are not yet familiar with the Dutch language. Dutch is the main language spoken here, but sometimes another language is used with the children as well. We do this to help the children get used to the childcare and offer them emotional security. This makes the transition from home to childcare easier for the children and helps them settle in more quickly. Our educational professionals know how best to handle this situation.

We comply with the law provisions for the professional-child ratio when deploying educational professionals. Deviations from this ratio are only permitted at certain times. The educational method adopted by each location describes how these regulations are implemented.

An educational professional will not be left alone with the children, either indoors or outdoors, without another employee being able to see or hear them. This is known as the four-eyes principle and is a legal requirement for daycare facilities. We are committed to implementing the four-eyes principle at all our after-school care locations where possible.

Our locations are designed with a high level of transparency, providing the greatest possible visibility on the groups. Clear agreements are in place about visibility and supervision.

## 5. The organisation

### **Education and Quality Standards**

Our educational professionals, who translate the Educational Policy into everyday practice, are our great asset. Our professionals are well trained and KinderRijk has an extensive training and education programme. This ensures that everyone is up to date with the latest scientific insights. At the locations, senior educational professionals (SE professionals) specialising in policy implementation collaborate with the location manager to ensure that knowledge about educational topics is put into practice. In addition, educational coaches support the professionals in maintaining or improving the educational quality standards of their daily work. They achieve this objective through observations, individual conversations, group discussions and group coaching.

In addition, each location has an SE professional specialising in children with special needs and an SE professional specialising in student supervision (or a combination of these specialisations).

The Education and Quality department regularly assesses the group's educational quality through internal audits. A special ECE coach is deployed at the locations that provide an Early Childhood Education programme (ECE). The aim is to guarantee or improve the quality of early-childhood education.

In addition, we use the 'Educational Quality in Focus' (Dutch: PiB) measurement tool to systematically assess educational quality standards. This digital self-evaluation tool provides valuable insights into the educational quality of our day-to-day group activities. This allows us to assess whether the educational principles of Fun, Development, Respect and Imagination are properly reflected in the groups. It demonstrates the areas where we can make improvements.

### **Areas of interest**

Educational professionals have the opportunity to specialise in a particular area of interest. The areas of interest are linked to the seven areas of development (social-emotional development; language skills; creativity; motor skills; technology, measurement and arithmetic; nature experience; music and dance). Training are provided in these areas, which have been designed to allow professionals to develop their skills in their area of interest. This will in turn benefit the activities offered at the location.

### **Interns and trainees**

Interns and trainees in educational studies contribute to KinderRijk's development. We have years of experience in supervising interns at both the levels of vocational education and higher professional education and are a recognised training company. Each intern is supervised by a permanent educational professional specially trained for this purpose. We offer internships/traineeships to students who take the school-based pathway with internship (Dutch: BOL) and to students who take the training-on-the-job pathway with traineeship (Dutch: BBL).

In the BOL programme, the intern spends at least one day a week in the workplace and the remaining days at school.

BBL students are employed trainees and, as professionals in training, work in the group at least three days a week in addition to the days they attend school. Depending on their progress, BBL students will either be supernumerary in the group or work alongside the permanent educational professional. Students from other programmes, such as Care and Welfare Assistant (vocational training level 2), university research internships or the preparatory vocational education under the theory/practice programme, are always available at the location as supernumeraries. They mainly perform supporting tasks. KinderRijk also provides the possibility of following a Recognition of Prior Learning (Dutch: EVC) programme for persons who are not yet qualified but do have relevant work and training experience.

### **Professionals in after-school care with different specific qualifications**

Opportunities are available to employ professionals in after-school care with different specific qualifications. These are employees who, although they do not have the required professional qualifications to be educational professionals, can be deployed in the group alongside a qualified educational professional. A professional with a different specific qualification has specific expertise in a particular area of development, such as music, sports, art, etc., and adds considerable value to the range of activities offered to the children. A professional with a different qualification must first complete an accelerated educational training course and will then be able to start working in the group, together with the educational professionals.

### **New professionals**

The recruitment of new professionals is an exacting process. Those persons who appear to meet the required criteria are invited to participate in a one-day trial following the interview process. A valid Certificate of Good Conduct (Dutch: VOG) is mandatory. During the employment conditions interview, we will review the Code of Conduct and the Protocol on Child Abuse and Inappropriate Behaviour. New professionals are required to sign an agreement that they will at all times act in accordance with these principles.

Before starting work, the professional will be linked to KinderRijk through the Childcare Personnel Register, and subsequently, continuous screening for criminal offences takes place.



## 6. Development at different ages

We provide care to children in three types of settings: daycare, preschool and after-school care. Each age comes with its own development. We give children personal attention and space to naturally develop at their own pace through fun and play and to explore the world. This approach lays the foundation for children's development and growth towards adulthood.

Our child-monitoring system is used to measure the well-being of children on an annual basis and to monitor their development. The results are subsequently discussed with the parents.

When a child transfers to primary school and/or another childcare facility, we use a child-transfer form to share information regarding the child's development and interests, with the parent's consent. This helps to ensure continuity in the child's development.

Each location has an individual educational procedure with regard to this as well, which is included in the Parent App for each location.

### **Daycare**

The daycare accommodates children aged between eight weeks and four years in vertical age groups (0-4 years) or a horizontal age structure with baby groups (0-2 years) and toddler groups (2-4 years).

#### **0 to 2-year-olds at daycare**

##### *Emotional development*

It is vital for young children to have a secure attachment to their parents or caregivers. This is their basis from where they will discover the world. That is why we ensure that babies have a dedicated mentor and that the group's daily schedule aligns with the home situation.

##### *Motor development*

During the initial two years, motor development progresses at a rapid pace. Children learn to grasp objects, roll, sit, crawl, walk and climb. This helps them to explore their surroundings better all the time. We provide a supportive environment that encourages babies to explore and learn at their own pace. We provide a secure designated area within the group setting where they can safely engage in rolling and crawling activities without disruption.

##### *Social development*

While young children focus on themselves, they gradually become increasingly aware of the world around them. They will start to play alongside each other more often and enjoy watching other children. We support this by organising joint activities or by involving children in other children's play, for example by describing what is happening.

##### *Cognitive development*

The foundations for cognitive development are laid during the initial two years of a child's life. Language development, for example, shows significant progress, both in terms of passive language use (what a child understands) and active language use (what a child says). We promote language development by naming events, reading aloud and singing songs. During this period, children also learn that objects still exist even when you cannot see them. We practise this with them through peek-a-boo games, playing hide-and-seek or hiding toys under a cloth. In addition, children learn to make connections between different events. We provide a safe and secure environment where children can move and explore freely.

## **2 to 4-year-olds at daycare**

From around the age of two, children begin to understand that they have the capacity to make things happen. Toddlers discover their individuality and start to learn how the world works.

### *Emotional development*

Although children between the ages of two and four start to test their boundaries, they are often not yet able to put their emotions into words. A safe environment is provided by the educational professional, where children are encouraged to express their emotions.

### *Motor development*

Independence is starting to play an important part in the lives of 2 to 4-year-olds. Skills such as eating with cutlery, dressing and undressing themselves and toilet training all need to be practised. We give toddlers plenty of room to practise these skills. Messing around, getting dirty and making mistakes are all allowed here.

### *Social development*

At this age, children learn to play together, take initiatives, stand up for themselves and share. Our educational professionals provide activities that focus on cooperation, such as playing a game together.

### *Cognitive development*

The vocabulary of children is constantly growing while sentences become longer and more complex. Working with themes further stimulates language development. At this age, children typically begin to develop their own talents and display an innate urge to explore their surroundings. In addition to group activities, we also provide toddlers with ample opportunities for independent play.

## **2 to 4-year-olds at preschool**

KinderRijk has locations that offer preschool for children aged two-to-four-years olds for part of the day, usually in the mornings.

The preschool locations provide accessible early-childhood education facilities in the children's neighbourhood. The preschool programme prepares children for primary school, which in some places takes place in close consultation with the primary school to ensure continuity. Children from different backgrounds come to preschool to play and learn together for two or more mornings a week. They discover through play games, practise language and become familiar with the rhythms of a school day. Often, it is the first time that children spend a morning in a group. We use the LOGO 3000 vocabulary programme at all preschools.

A programme for early-childhood education called Uk & Puk is used at a number of preschools. This is designed to prevent educational disadvantages among young children, with a special focus on language development. The programme is based on the principle of natural learning through play.

Each early-childhood education group has up to sixteen children per day with two educational professionals. The professionals are trained in early-childhood education and pay much attention to creating a rich learning environment, with a building corner, reading corner, dressing-up corner and studio. Labels in the form of drawings, photos, pictograms and words help the children to find, use and tidy up the materials by themselves. Parents get to be actively involved, which encourages the children's development in various areas at home as well.

### *Language and communication development*

The PO's toddler programme helps children to expand their vocabulary. Educational professionals frequently read to the children and provide a wide range of language activities. The Logo 3000 vocabulary programme is used for this purpose. Children start to understand more words and can also use them actively. They are able to carry out simple instructions.

### *Cognitive development*

Toddlers start to take an interest in measuring and arithmetic. The educational professionals introduce them to concepts such as length, weight, volume, money and time. The same applies to the daily schedule, shapes and colours, for example.

### *Motor development*

The different spaces inspire activities such as jumping, running, sliding and dancing. Materials including pencils, building blocks and jigsaw puzzles are used to develop fine motor skills. Also activities such as spreading butter on bread and turning the pages of a book also contribute to this development. Toddlers learn about the world around them through smelling, tasting, feeling and listening.

### *Social development*

Once children feel comfortable in the group, they are more willing to experiment and discover boundaries. They will try to play and share with other children. They are introduced to new things and have fun with them.

## **After-school care**

We provide care to children between the ages of 4 and 12 after school, on school-free days and during school holidays at our after-school care locations. Here they can play in familiar and safe groups with peers and receive individual attention from educational professionals. The children are free to choose how they spend their free time at after-school care.

Every day is like a journey of discovery with new activities based on KinderRijk's seven areas of development. We encourage children to push their boundaries in a fun and playful way. After all, it is great to discover your strengths and interests!

## **4 to 7-year-olds at after-school care**

### *Emotional development*

Preschoolers have their own unique view of the world while they live in a magical world where reality and fantasy intertwine. We pay extra attention to those who have just started primary school. It is important to allow them time to settle in when everything can feel upside down for a while.

### *Motor development*

Children continue to develop their motor skills at this age. We support this development by offering games that allow children to refine their skills in a fun way.

### *Social development*

Children start to make their first real friendships. They are getting better at understanding other children's feelings, standing up for themselves and negotiate.

### *Cognitive development*

The youngest children at the after-school care location are often engaged in learning new skills. Here, they can continue to practise what they have learnt at school in a natural and fun way.

## **7+ children at the after-school care location**

At the after-school care location, older children are given plenty of space to discover their own interests and talents. The programme strikes a good balance between organised activities and free play.

### *Emotional development*

As they grow older, children aged 7 and over are given more responsibilities and are encouraged to form their own opinions. They also become better at articulating their emotions and controlling their impulses. We listen to the children and value their input, while we provide them with the opportunity to express their opinions.

### *Motor development*

By this age, children have developed better eye-hand coordination and have mastered most skills. Educational professionals provide inspiring activities that keep them active.

### *Social development*

The group is becoming an increasingly important item. Children are able to form and maintain friendships, and often resolve conflicts by themselves.

### *Cognitive development*

Children are gradually developing the ability to think in abstract terms, devise plans, implement them and adjust them. They are therefore also able to actively contribute to the day/afternoon schedule in the group.

## 7. Items of particular interest

### **Sustainability**

As an organisation involved in the development of young children, we believe that a sustainable view of the world is essential. We do our best to set a good example by applying sustainability wherever we can, and we encourage children to look after our planet in a natural and playful way. For instance, we highly value the experience of nature and nature education. We offer activities that promote ecological awareness among children, parents and staff. We source our furniture and materials from suppliers who prioritise sustainability. A range of open-ended materials is available free of charge for playing and crafting. The children are introduced to plants, seeds and more of all the things nature has to offer in our nature gardens. This is how we promote understanding and respect for nature. While we involve the children in the growing process of fruit and vegetables from our vegetable gardens, we are conscious about food and encourage children to eat a variety of healthy foods.

### **Child participation**

Children can voice their ideas and have their say in aspects such as the programme, the layout, the purchase of materials and the group rules. By showing an open attitude, educational professionals make sure to give children responsibility where possible.

Children who contribute ideas and participate in decision-making learn to consider what they want for themselves. They learn to develop their own views, express them, and present their arguments. They learn to take initiatives, listen to others, consult, negotiate and find compromises. They learn to empathise with others and make decisions together, and in fact experience what it means to be part of a democratic society.

Children will develop a positive self-image when they feel listened to and have influence. The group will become a close-knit community when they collectively decide on the programme, the layout and the group rules. In this way, children and educational professionals are jointly responsible for a fun day in a pleasant group.

Children can participate at any age and we therefore involve children in decisions as early as possible. Every after-school care location has a children's committee that meets regularly. In addition, KinderRijk has a Central Children's Council with representatives from the after-school care locations. This council meets annually with the director.

### **Media literacy**

Media literacy is the set of skills you need to participate in our media society through an active, critical and conscious attitude. It involves the safe and smart use of all available media – digital and analogue – for the improvement of your own quality of life and to let you benefit from the best way to participate in the world around you.

Children grow up in a digital world: gaming, surfing the internet, reading and watching television. We believe these media should be used in a responsible manner and not as a substitute for other (play) activities. We read a great deal to young children and for children aged 4 to 13, we include the use of digital media in our regular activities, tailored to their age, developmental stages and experiences.

Learning how to use digital media properly is essential for children. We discuss this and make clear agreements together, also about the use of smartphones and smartwatches, especially at after-school care.

### **A rich environment**

KinderRijk's locations are spacious and transparent. Children's horizons are broadened by bringing the outside world inside and offering views of other groups and outside. Children must be given plenty of space to explore, discover and play as it allows them to expand their world. There is plenty of space to play in our indoor and outdoor areas, which offer both tranquillity and inspiration. Play areas are tailored to the different age groups and children's characters. They can play individually and in small groups, indoors or outdoors. Besides their own group space, they can enjoy areas such as the studio, playroom and theatre.

Daily routine cards are displayed in the groups at the preschool and preschool/early-childhood education locations and the daycare locations, with images of the various successive moments, allowing the children to see the day schedule.

The building and outdoor space are where possible used by children independently to increase their autonomy. All play materials are displayed at eye level, which invites children to go and choose for themselves. A wide variety of materials is available, tailored to the children's different ages, developmental stages and interests. The locations have construction games, cognitive games, motor games, role-playing games and materials that stimulate imagination and creativity, known as 'open-ended materials'. We ensure cultural diversity in, for example, the materials in the play corner, dress-up clothes, books and so on, enabling children from all cultures to identify with them.

We believe that exercise is an important aspect and offer daily exercise activities, which helps to contribute to a healthy lifestyle and effectively stimulates children's motor, cognitive and social-emotional development.

The Exercise Policy applies to all ages and is implemented at all KinderRijk locations.

With the youngest children, we make much use of sensopathic materials, such as sand, water, clay, paint, etc. Sensopathic materials are materials without a fixed form and can therefore be shaped entirely according to the child's own wishes. This builds confidence in their own abilities. Sensopathic play facilitates children's awareness of their bodies, contributes to their social and emotional development and greatly stimulates their imagination.

Research shows that learning to deal with risks benefits children's development. They develop better motor skills, become more confident, learn to overcome fears and gain perseverance. We do a variety of activities that encourage children to explore their limits in a fun and engaging way. Our approach is to strike the right balance between protecting them from danger and giving them the space they need to learn how to manage risks effectively.

### **Outdoors**

Regardless of the weather, all the children go outside every day at KinderRijk.

It is important to play outside because the outdoor space offers more and different opportunities than indoors, particularly with regard to motor development and sensory experience, for example in nature. Versatile and lots of exercise is essential for the children's broad development: it contributes to their health, well-being, brain development and their participation in society. Young children also tend to use richer language during outdoor play and exercise. Most of our locations have special nature playgrounds equipped with things such as sand, stones, wood, water channels, plants, shells and vegetable gardens. This environment invites adventurous and imaginative play. For the youngest children, particular attention is paid to ensuring they can safely discover and explore their own motor skills. There is a strong focus on

sports and games at the after-school care location. Educational professionals play an active and stimulating role in the children's playtime activities.

### **Care**

Every child is welcome here at KinderRijk. As for registration of children with disabilities, we carefully consider, in consultation with their parents, whether placement will be feasible. It must be possible for educational professionals to provide the needed support. We need to be able to be an added value to the child, and the child must be able to fit into the group.

We closely monitor the development of all children. Should we observe any concerning behaviour or development in a child, we will always consult with the parents. Situations may include a delay in developmental in one or more areas, or a child with a developmental advantage or a highly gifted child.

A plan of action will be drawn up in such situations, which will be regularly evaluated with the parents and adjusted where necessary. Together, we will discuss the child's support needs and offer a range of activities that meet these needs as much as possible, within our capabilities. Any contacts with external experts will be facilitated through the parents. A new plan of action will be drawn up if a child needs professional help that we are unable to provide. We collaborate with external experts such as youth nurses and youth workers, who we can ask for assistance in consultation with the parents, or to whom we can refer the parents. When a child is at the after-school care location, we ask the parent's consent to consult with the school and we will work together to provide the child with the best possible guidance. In the event that child abuse is suspected, we will apply the Protocol on Child Abuse and Transgressive Behaviour in Childcare (child abuse reporting code). The use of this protocol is mandatory for all professionals in childcare.

Children who are ill require rest, care and attention. It is not possible for a child to receive such extra attention in the group. It will be in the child's best interests to remain at home. The health and well-being of the child and the other children (contagion) must always be prioritised.

### **Plus groups**

A daycare plus group and an early-childhood education plus group are available to toddlers with specific support needs who cannot be adequately supervised in a regular group setting. This is a small-scale form of childcare with a smaller group size and allows for more time and attention for these children.

### **Nutrition**

Nutrition is part of education: we allow children to discover the joy of healthy foods. This is why we eat and drink together at a set table, with respect for food and for each other. The children are provided with a selection of fruits and vegetables, and are encouraged to name the colours, shapes and names of the fruit and vegetable and can taste a variety of flavours. In order to maintain good eating habits and healthy teeth, eating and drinking times are limited. This also leaves enough time for various other activities. Children who are not hungry or thirsty are encouraged in creative ways to try something or we try again later. Parents will be contacted if we have any concerns.

Our food offering is based on variety and plenty of fruit and vegetables. We follow the advice of the Nutrition Desk (Voedingscentrum), such as the Food Pyramid and daily choices. We have also opted for vegetarian meals because of their positive effect on the environment. In addition, a vegetarian menu enables us to encourage healthy eating among all children at KinderRijk, regardless of their cultural background.

As children are very active, they do need limited amounts of sugar and fat as well. During snack time, we therefore offer foods such as wholemeal bread, hummus, low-fat dairy spread and peanut butter. Also yoghurt and muesli are offered. A hot vegetarian lunch is provided three times a week at daycare, prepared with fresh and pure ingredients. The children drink water, milk and tea and can of course drink water at any time of the day. We encourage children to drink water whenever they are thirsty and especially on hot days.

KinderRijk will order replacement foods in case of allergies, provided that such foods are available from our suppliers. These products are paid for by KinderRijk. In case of serious high-risk allergies, such as peanuts, it may be decided not to offer a product in the group at all.

### Celebrations

We choose to have celebrations without treats brought from home at the after-school care locations. The birthday child takes centre stage when birthdays are celebrated at these locations. We pay attention to the child and the birthday, making sure that everything matches the birthday boy or girl's wishes.

We choose to celebrate birthdays in different ways, without treats brought from home, as the after-school care child who is celebrating his or her birthday, often has already handed out treats at school.

This is different at preschool and daycare, where treats can be handed out. The treats must be healthy and in line with the Nutrition Policy. Examples of treats are shared with parents through the Parent App.

### **Sexual development**

Children also develop sexually. They explore their own bodies and the feelings associated with them, and they ask questions.

For most children, sexuality is simply part of life and who they are. However, their experience of it is different from that of older children and adults. We expect our professionals to guide all children through their sexual development in an open, respectful and responsible manner, while promoting a positive attitude towards sexuality. To ensure that this is in place, we provide a physically and psychologically safe environment to children.

Educational professionals receive training in the sexual development of (young) children, which subject is also regularly addressed during team meetings to make sure that everyone is on the same page.

We believe it is vital that our educational professionals give effective guidance to the children through this process: in a respectful and positive approach.

### **Diversity**

We have been noticing that our target group is becoming more international and diverse, which creates different expectations regarding education and culture. KinderRijk's educational professionals recognise, appreciate, accept and celebrate differences in the broadest sense of the word. All children are given space, the opportunity to express their ideas and the opportunity to be themselves and participate. In this way, professionals promote and safeguard children's well-being, involvement and broad development. Professionals receive tools to facilitate effective communication, and they develop sensitivity to different cultures and backgrounds. We endeavour to make everyone feel at home at KinderRijk.

### **Multilingualism**

We acknowledge that the development of children's home language is essential for successfully learning a second or third language, which is why we welcome home languages at our locations. Multilingualism has a positive effect on children's development, both on a cognitive and socio-emotional level. We recommend that parents continue speaking their own language and to read books to the children in their home language, the 'language of the heart'. The development of Dutch as a second language will be most effective with a strong foundation in the home language. For example, our locations have a welcome sign in different languages at the group, and books and songs are available in different languages. We offer a variety of language activities and name the activities that the children are doing. This helps to create a safe environment where children are allowed to use their home language.

## 8. In conclusion

The internal documents below provide detailed information on KinderRijk's educational policy and are available to all KinderRijk professionals. Parents can access them through the location manager of their child's location. These documents are all in Dutch.

- Educational approach - 4-13 years
- Educational approach - 0-4 years
- Code of conduct
- Settling-in policy
- Parental policy
- Nutrition policy
- Work instructions for birthday celebrations
- Multimedia policy
- Procedure for internet use at after-school care
- Work instructions for internet use at after-school care
- Educational organisation policy
- Work instructions for children who stand out
- Work instructions for the child transfer
- Child transfer form
- Child abuse and inappropriate behaviour reporting code
- Procedure for inappropriate sexual behaviour between children
- Anti-bullying policy
- Policy on sexual development and education
- Policy on using methodical procedures
- Work instructions for methodical procedures
- Exercise policy
- Work instructions for exercise
- Policy on work-based training programmes
- Inspiring games
- Information guide for parents (preschool, daycare, after-school care)
- Educational themes

The location-specific Educational Methods and Health and Safety Procedures can be consulted in the parent app, on the location pages.