



Educational Policy

Day care
Preschool
After-school care

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1. Welcome to KinderRijk

What is our vision of children at our day-care centres and in after-school care? How do we look after children and encourage children's development? What is KinderRijk's role and how do we involve parents? The answers to these questions determine our educational policy, which is laid down in this document, the educational policy plan. We will explain what we do and why.

This educational policy has been set up for parents and other interested parties. At the same time, this document is also intended for our staff. The policy is based on the most recent scientific knowledge in upbringing and development and the statutory requirements. This is translated into work instructions for daily practice and together they determine our work procedure. In addition, each location has its own documented educational working method, geared to the location. And of course, training courses and documents for staff members that elaborate on all kinds of educational aspects are available.

2. KinderRijk's mission and educational vision

Mission

We facilitate parents in combining parenting with work by offering them the security of an inspiring, safe and rich developmental environment for their child.

Together, we enrich the world of children by providing them space to the magic of self-discovery.

Educational vision

We provide children with the space they need!

Space to grow, to be curious, to develop in your own way, at your own pace. In view of the future: independent, sustainable, peaceful and self-aware.

The magic of discovery is developed and acquires substance by an interesting, varied and inspiring range of activities. The indoor accommodations provide security and room for experiments. The outdoor areas are adventurous and inspire the children to go on an exploration.

KinderRijk's principles are based on the basic educational goals set out in the Childcare Act:

KinderRijk's basic principles	Basic goals of the Act
Fun	Emotional safety
Respect	Acquiring standards and values, culture
Development	Personal competence Social competence
Imagination	KinderRijk's basic principle, linked to all other basic goals

At KinderRijk, *pleasure* is paramount: is the child having fun, does he or she feel good? Science tells us that only children who feel safe have an outward view will go and play and explore and gain new knowledge and skills.

We convey that feeling of safety and security to them by providing a set and recognisable structure for activities. Each child moreover has a mentor, one of the regular staff members in the group. The mentor is the baby's first carer and is responsible for monitoring the child's development. The mentor has a special bond with the child and the parent.

Respect for yourself, for others and the environment is closely linked to acquiring standards and values. Playing and living in a group is a unique opportunity for this. We provide structure and boundaries in a natural and fun way, for example not hurting another child, without hurting the children's self-esteem. In addition, children learn about different customs and cultures.

We pay much attention to children's *development*: social and personal development. Children learn to play together and to share, to make friends, to put themselves in other people's shoes, to support others. We help them with this.

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

The educational staff members work methodically. We provide a rich play/learning environment with various activities that fit in with the child's development and interests, activities in socio-emotional development; language skills; creativity; motor skills; technique; measuring and arithmetic; nature experience; music and dance.

Imagination is a unique KinderRijk principle. In imaginative play, children are able to process their experiences and emotions. Imagination encourages development. With role-playing games such as 'playing mothers and fathers', 'circus' or 'a fashion show', children develop knowledge about society and how we treat each other.

Caring for and educating children in groups is our core task. Of course, we do this together with the parents. This is based on clear communication and information exchange among the parents, the children and the educational staff, entrenched on equality and partnership. We believe that parents should feel welcome and share their needs and wishes, their ideas and any concerns with us.

Introduction

During the initial introduction to the group, we take the time to allow the child and the parents to get used to the new situation. By making agreements with each other and sharing expectations, the parents and the educational staff get to know each other and a basis for mutual trust is created. A key aspect to this is that the child will be given the opportunity to get used to the new environment at its own pace and feels comfortable. This also applies to the parents. The educational staff duly consider what is best for the child during the first few days and discuss this with the parents. This also applies if the child changes groups.

During the moments that the children are brought to the location and picked up, we take time to share with the parent what drives their child and what is on the child's mind. In this way, we connect with the perception of the child and increase the involvement of parents. For the child it is pleasant to know that his or her parents and the educational staff are in alignment and have a good time together as well.

In addition, we keep parents informed through the parent app, the website and location newsletters. Besides the daily contacts, a parent meeting is held annually. At this meeting we take time - based on observations - to consider together how the child is doing.

Parental involvement

Coordination and the exchange of information involves a two-way communication. We inform the parents and conversely, the parents let the educational staff know how things are going at home. A reciprocal and equal relationship or educational partnership creates the most effective conditions for the development of the child, both at home and at the childcare centre. Parents do this as the persons having ultimate responsibility for their children, the educational staff as professionals.

Parents have a significant say in our work methods. They can participate in the policy-making process through the location's Parent Committee or through KinderRijk's Central Parent Council with the purpose of safeguarding or improving KinderRijk's quality standards. This is also the purpose of our structural customer satisfaction surveys.

Education

Proper alignment between education and care is vital, both practically and as for the effective organisation of education. Practically, so we can offer children between four and twelve years of age an effective day package; effective organisation, because of a consistent alignment between care and education. This ensures recognition and stability. That is why we have regular contacts with the various primary schools close to our locations.

The transition from preschool or childcare to primary school and after-school care is an exciting time for a child. That is why, around the age of 3.5 years, we regularly offer activities outside the group, the 3+ offering. Children play together with peers and are inspired to discover new skills and materials. Self-reliance is encouraged.

We provide organised and safe care for the 4-year-olds at after-school care. We believe that the coordination with the primary school and, of course, with the parents, is a major aspect in the start-up phase particularly.

3. Educational practice

The methods used by educational staff to relate with children ensures that children feel safe, can develop themselves, learn social skills and know the rules, standards and values. The goal is the well-being of the children and their development, the educational methods and skills are ways to achieve this goal. And sometimes that means taking a step back, no action.

Our educational staff are trained in six interactive skills:

- ✓ Sensitive responsiveness
- ✓ Respecting autonomy
- ✓ Structures and supervision
- ✓ Talking and explaining
- ✓ Encouraging development
- ✓ Supervising mutual interactions

Sensitive responsiveness

We give children a sense of security by responding to them in a positive way and letting them know that we are there for them when they need us. This gives them confidence in themselves and others and they feel seen, heard and understood. Positive attention conveys the message that they are worthwhile. They do not feel restraint in discovering the world around them, to explore it, are keen to gain new experience and to learn.

Respecting autonomy

Respect for autonomy means giving children space to discover things for themselves. We follow their own initiatives and give space to the individual. By doing so, children experience that they are able to do things by themselves. This provides the basis to make independent decisions and to feel responsible for their own behaviour.

Structures and supervision

Through rituals and rules, or fixed sequences of actions and activities, we bring order into the world for the children. This creates familiar and therefore safe patterns. Within these patterns, children are given room to go their own way and discover things.

Talking and explaining

Through language, educational staff express the children's feelings. We listen to them with respect and let them speak as often as possible. Visual language can help, such as pictograms for the daily schedule and emotions. We reward positive behaviour and try to adjust negative behaviour.

Encouraging development

Encouraging children's development is a significant task in our work. We provide a well-prepared environment, which makes children feel welcome and encourages them to play actively and independently. The educational employee looks, listens and connects with the interests of the children. In addition, she enriches play with various activities.

Supervising interactions

Children have fun together, they learn to deal with arguments and make friends. That is the added value of childcare. The educational staff promote this and support the children in this.

4. The group

At KinderRijk's childcare and preschools, children are accommodated in a core group (Dutch: stamgroep), which is called the elementary group (in Dutch: basisgroep) at after-school care. The underlying principle is that children are welcomed to a familiar environment. Not only with children they are familiar with, but also familiar educational staff. Babies (0 years) are looked after by a maximum of two permanent educational staff members. At least one of these two is always present on the days that the child comes to the care location. Older children are joined with no more than three educational staff members. The children also know the educational staff members and the children from another core group, which is useful in the event that a group has to be merged in an emergency.

In order to make sure that children feel at home at the day-care location, it is useful for them to come at least two days a week. For preschool, at least two mornings will be effective and for after-school care at least one day a week.

We provide care to children from many different backgrounds. Not all children are familiar with the Dutch language when they start care. Dutch is the language of communication, but sometimes another language is spoken to the children besides Dutch. We do this to allow the children to get used to the care situation and to provide emotional safety. This makes the transition from the home situation to the care situation better understandable to the children, and getting used to the care situation proceeds more smoothly. The educational staff know how best to deal with this.

KinderRijk has both vertical groups (0-4 years together) and horizontal groups (separate groups for babies and toddlers). Strict legal rules apply to the group size, age distribution and the ratio between the number of children present and the number of educational staff members. These rules may only be deviated from at certain times. The location manager communicates how the rules are implemented at the location.

An educational staff member is not alone with the children inside or outside without another staff member

being able to see or hear her. This is called the four-eyes-and-ears principle. That is why our locations are open where possible, to make sure the groups can be seen as much as possible.

5. The organisation

Education and Quality

Our staff are our strength. Educational staff translate the educational policy into everyday practice. Our staff are well trained and KinderRijk has an extensive education and training programme. This ensures that everyone is up to date with recent scientific views and knowledge. At the locations, senior educational staff ensure together with the location manager that the knowledge on educational content is effectively put into practice. In addition, educational coaches support the employees in improving the quality of their daily work. This is done through observations, individual and group conversations, and group coaching.

The Education and Quality department regularly checks the educational quality in the group through audits based on the NCKO Quality Monitor. At the locations that work with a Preschool Education (Dutch: VE) programme, a special VE coach is engaged. The aim is to increase the quality of early childhood education. The VE coach has done higher professional education and works in the group.

In addition, we structurally measure the educational quality standards using the measuring tool 'A View of Educational Quality' (in Dutch: Pedagogische Kwaliteit in Beeld - PiB): a digital self-evaluation tool that helps us understand the educational quality of our daily actions in the group. This allows us to test whether the educational principles; Fun, Development, Respect and Fantasy are well reflected in the groups. It shows where we can improve. We also call this tool the 'Even-Better-Meter'.

Trainees

Trainees who do educational work studies contribute to the growth of KinderRijk. We have years of experience in supervising trainees at both vocational and higher professional level and are an accredited training company. Each trainee is supervised by a specially trained educational staff member. We offer work placements for students who follow the vocational training path (Dutch: BOL) and for students who follow the vocational working and learning path (Dutch: BBL). In the BOL, the trainee works at least one day a week in practice, the other days she is at school.

The BBL trainee is in employment and works in the group at least three days a week as a trainee, in addition to the days she attends school. Depending on their progress, the BBL staff member will be supernumerary in the group or will work as a regular staff member alongside the permanent educational staff member.

Students from other training programmes, such as Helping Care and Welfare (intermediate vocational education (Dutch: MBO) level 2), university research traineeships or the vmbo kader training programme (the higher level of lower secondary vocational education), are always supernumerary at the location.

They mainly have supporting tasks. KinderRijk also provides the possibility of taking a previously acquired competences path (Dutch: EVC) for educational staff with experience.

New employees

We take careful steps in hiring new employees. At least two job interviews are held and we check references. Applicants also do a one-day trial period. A valid Certificate of Conduct (VOG) is required. During the employment interview, we go through the code of conduct and the Protocol on child abuse and transgressive behaviour. New employees sign an agreement to observe this code. Before starting work, the staff member is linked to KinderRijk through the Childcare Register of Personal Details (Dutch: Personenregister Kinderopvang), and subsequently continuous screenings are held.

6. Development at different ages

We look after children in three types of facilities: day care, preschool and after-school care. Each age has its own development. We give children personal attention and space to develop at their own pace in every respect. To this end, each location has additionally its own educational method. This can be found for each location on our website, www.kinderrijk.nl.

Day-care centre

At the day care centre, children between eight weeks and four years of age are in vertical age groups (0-4 years) or a horizontal age structure with baby groups (0-2 years) and toddler groups (2-4 years).

0-2 years old at day care

Emotional development

Attachment to parents/guardians is essential to young children. Their discovery of the world is based on secure attachment. That is why we ensure that babies have a permanent mentor and that the daily routine at the group is aligned with home.

Motor development

Motor development proceeds at a rapid pace during the first two years. Children learn to grab hold of objects, roll over, sit up, crawl, walk and clamber around. This makes it easier for them to explore their surroundings. We help babies do this by giving them space and opportunity. For example, we screen them off from the other babies in the group, so they can safely practise rolling and crawling in all the room they need.

Social development

Young children are focused on themselves, but gradually more interested in the world around them. They will increasingly play next to each other and enjoy watching other children play. We support this by organising joint activities or by involving children in other children's play, for example by saying what is happening.

Cognitive development

During the first two years, language development progresses rapidly, both passive language (what a child understands) and active language (what a child says). We stimulate language development by saying what is happening, reading to children and singing songs.

2-4 year-olds at day care

From about the age of two, children start to become gradually more aware that they can cause things by themselves. Toddlers discover that they are an individual and learn how the world works.

Emotional development

Children between the ages of two and four start to explore their boundaries, yet at the same time are not always able to express their emotions in words. The educational staff member supports the children by identifying their emotions. For example through the emotion icons in the group that a child can point to.

Motor development

Independence is an important aspect in the life of 2-4 year olds. Using cutlery to eat, dressing and undressing, toilet training, all these skills need to be practised. We give toddlers plenty of room for this. Making a mess, getting dirty and making mistakes is allowed.

Social development

In this age phase, children learn to play together, take initiative, stand up for themselves and share. The educational staff member offers activities aimed at cooperation, such as playing a game together.

Cognitive development

Children's vocabulary continues to expand. Sentences become longer and more complex. By using themes, language development is further encouraged. At this age, children develop their own talents and

are keen to explore. In addition to group activities, we offer toddlers plenty of space for independent activities.

After-school childcare

Children aged 4 to 12 are looked after at our after-school care locations (BSO) after schooltime, on days off from school and during school holidays. Here they play in familiar and safe groups with peers and receive individual attention from the educational staff. Every day is a journey of discovery with new activities. We challenge children to push their limits in a fun and playful way. After all, it is pleasant to discover what you are good at and what you enjoy: theatre, music, nature, technology, sports.

4-7 year-olds at the after-school childcare facility

Emotional development

Toddlers have an individual view of the world. They live in a magical world where reality and fantasy are intertwined. We pay extra attention to pre-schoolers who have just started school. A decent familiarisation period is useful at a time when everything is at turmoil.

Motor development

In this age phase, children develop their motor skills. We help them do this by providing forms of play that allow children to refine their skills in a fun and natural manner.

Social development

The first real friendships are made. Children become more capable of empathising with others, standing up for themselves and negotiating.

Cognitive development

The youngest children at after-school care are engaged in learning new (school) skills. At after-school care, they can continue practising what they have learned at school in a fun way.

7+ children at after-school care

In after-school care, the older children have much space to discover their individual interests and talents. The programme provides a good balance between activities and room for free play. After-school care is free time and it is up to the children what they want to do.

Emotional development

Children of 8 years and older gain gradually more responsibility and develop their own opinions. They are also better at identifying their feelings and controlling their impulses. We listen to children and give them space to share their opinions.

Motor development

At this age, hand-eye coordination is developed and children have mastered most skills. The educational staff member provides challenging activities that keep them moving.

Social development

The group becomes an increasingly important element. Children make and maintain friendships and can solve simple conflicts by themselves.

Cognitive development

Children are gradually better at thinking in abstract terms, devising a plan, executing and adjusting it. For this reason, they actively contribute to the day/afternoon planning of the group.

2-4 year olds in preschool

KinderRijk has locations where preschool is offered for children aged two to four, from 8 a.m. to 1 p.m.

The preschool locations are an easily accessible and a basic preschool facility in the children's living environment. The preschool programme prepares children for primary school. At some locations, this takes place in proper consultation with the primary school in order to guarantee continuous alignment. Children from different backgrounds visit preschool two or more mornings a week to play and learn together. They discover through play, practice language and become familiar with the rhythm of a school day. It is often the first time that children spend a morning in a group. We use the vocabulary programme LOGO3000 at the preschool locations.

At a number of preschool locations, we use a special preschool education programme (Dutch: Voorschoolse Educatie – VE) called Uk & Puk. Its aim is to prevent educational disadvantages among young children, with particular attention to language development. It focuses on learning through play.

Each VE group has a maximum of sixteen children per day with two educational staff members. The staff members are VE-trained (Preschool Education) and pay a great deal of attention to a rich learning environment with a construction corner, reading corner, dress-up corner and workshop. Labels in the form of drawings, photos, pictograms and words enable the children to find the materials by themselves, use them and put them away. Parents are actively involved to make sure that the development of the children in various areas is also encouraged at home.

Language and communication development

The preschool programme ensures that children expand their vocabulary. Educational staff often read out books to the children and provide a great supply of language. Children understand more words and are also able to use them by themselves. They are able to carry out simple instructions.

Cognitive development

Toddlers become interested in measuring and arithmetic. The educational staff discusses length, weight, volume, money and time. The same applies to the daily schedule, shapes and colours.

Motor development

The different accommodation rooms challenge children to jump, run, slide and dance. Materials such as pencils, blocks and puzzles are available to develop fine motor skills. Making their own sandwiches and turning the pages of a book also help. Toddlers learn to discover the world around them by smelling, tasting, touching and listening.

Social development

When children feel at ease in the group, they are less restraint in experimenting and discovering boundaries. They try to play with other children and they learn to share a little. They get to know new things and have fun doing so.

7. Special items of interest

Children's participation

Children participate and have a say in, for example, the programme, the layout, the purchase of materials and the group rules. Educational staff use an open attitude to give the children as much responsibility as possible.

Children who participate in considering and deciding things learn to think about what they themselves want. They learn to form their own opinion, to express and to argue it. They learn to take an initiative, to listen to others, to consult, to negotiate and to seek compromises. They learn to put themselves in the place of others and make decisions together. In short, they experience what it means to be part of a democratic society.

When children feel they are being listened to and that they have influence, they develop a positive self-image. When they together determine the programme, the organisation and the group rules, the group becomes a close-knit community. In this way, children and educational staff are jointly responsible for an enjoyable day in a pleasant group.

Children can participate at any age. We involve children as early as possible in decision-making. At a number of 8+ after-school care locations, a children's council has been set up. Besides, KinderRijk has a Central Child Council with representatives from the after-school care locations. This council meets with the director annually.

Multimedia

Children grow up in a digital world: gaming, internet, reading and watching TV. We believe this should be addressed in a responsible manner and not as a substitute for other (game) activities. We read a great deal to young children and we include multimedia in the regular range of activities for children aged 4 to 13, attuned to their age, developmental phases and world of experience.

It is useful for children to learn how to use multimedia properly. We talk about this and make clear agreements, for example about the length of time. Especially at the after-school care centres.

A rich environment

The KinderRijk locations are spacious and transparent. The ability to see the other groups and the outside world broaden the children's horizons and bring the outside world inside. Children will want to have all the space they need to explore, discover and play. In this way, they expand their living environment. In our indoor and outdoor spaces, there is plenty of room to play. Besides calm and peaceful corners, inspirational environments are provided. Play areas match the various age phases and characters of children. They can play individually or in small groups, indoors or outdoors. In addition to their own group room, rooms such as the studio, playroom or theatre are available.

In order to increase their independence, children can make as much independent use of the building and outdoor space as possible. All playing materials are placed at eye level, which makes them appealing to play with and children can make their own choices. A wide variety of materials is available, in line with the various age and developmental phases and interests of children: construction play, cognitive play, motor-skills play, role play and free materials that encourage the imagination and creativity. We ensure cultural diversity in, for example, the materials in the home corner, dress-up clothes, books, etc., to make sure that children of all cultures are able to recognise themselves in these materials.

We value exercise and offer daily exercise activities. This is how we contribute to a healthy lifestyle, which effectively stimulates the children's motor skills, cognitive and socio-emotional development. The exercise policy applies to all ages and is implemented at all KinderRijk locations. For the youngest children, we often use a variety of sensopathic materials, such as sand, water, clay, paint and so on. Sensopathic material is material without a fixed shape and can therefore be completely moulded as desired. This creates confidence in the children's own abilities. Sensopathic play makes a child aware of his body and contributes to socio-emotional development.

Research shows that learning to cope with risks is good for children's development. They acquire better motor skills, become more self-confident, learn to overcome fears and gain perseverance. We undertake various activities that challenge children to push their limits in a playful manner. In doing so, we look for the right balance between protecting them from danger and giving them space to learn how to deal with risks. This is called challenge play.

Going outside

At KinderRijk, all children go outside every day, whatever the weather. At most locations, we have special nature playgrounds, with sand, stones, wood, water courses, plants, shells, vegetable gardens and much more. It is an environment that invites adventurous and imaginative play. For the little ones, attention is

paid to safe discovery and exploring their own boundaries. At after-school care, much attention is paid to sports and games.

Care

Every child is welcome. When children with a disability apply, we carefully consider, in consultation with the parents, whether placement is feasible. Educational staff must be able to provide the support that is needed. We must add value to the child and the child must fit into the group.

If developmental and/or behavioural problems are suspected in children in the group, we always talk to the parents. A plan of action is drawn up, which is regularly evaluated with the parents and, if necessary, adjusted. Any contacts with external experts always take place with the parents. If a child requires professional assistance that we do not provide, a new plan of action will be drawn up. We collaborate with external experts, such as paediatric nurses and youth-aid workers. In consultation with the parents, we consult with them or we refer parents to them.

In case of suspicion of child abuse, we act according to the Protocol on child abuse and transgressive behaviour in child care (notification code for child abuse). The use of this protocol is compulsory for all childcare professionals.

Nutrition

Nutrition is education: making children genuinely interested in healthy eating habits. That is why we eat and drink together at a set table, with respect for food and for each other. The children eat, name the colours, shapes and names of vegetables and fruit, and taste many different flavours. For good eating habits and healthy teeth, the eating and drinking times are limited. This also leaves sufficient time for various other activities. If a child is not hungry or thirsty, eating or drinking is encouraged in a creative way or we try again at a later time.

In case of concerns, we will contact the parents.

Variation and lots of fruit and vegetables are the starting point. We use the food-guide pyramid ('Schijf van 5') of the Voedingscentrum. We have also opted for vegetarian meals for environmental reasons. As children move around a lot, they also need a limited amount of sugar and fats. That is why we offer whole-wheat bread, apple syrup, vegetarian meat substitutes and peanut butter for cold lunches. Also yoghurt, muesli and humus are provided. At the day-care centres, we provide a hot vegetarian lunch three times a week, prepared with fresh, pure ingredients. The children drink water, milk and tea. They can drink water at any time of the day. We believe it is useful that children learn to drink water when they are thirsty and encourage this, especially on hot days.

The educational staff member makes arrangements with the parents and children about allergies and basic choices of parents.

In case of any severe allergies with high risks, such as peanuts, it may be decided not to have a certain product available in the group at all.

At parties, we emphasise the ritual of the festivities and provide healthy treats.

Sexual development

Children also develop in the area of sexuality. They discover their own bodies and the feelings that go with them, and they ask questions. We believe it is useful that our educational staff give the best possible guidance to the children in this aspect, with respect and positivity.

Diversity

We have noticed that our target group is becoming increasingly more international. This creates different expectations about education and culture. KinderRijk's educational staff are provided with tools for effective communications with this group of parents and they develop sensitivity to different cultures. Our aim is to make sure that everyone feels at home at KinderRijk.

In conclusion

The following internal documents are an elaboration of KinderRijk's educational policy. They can be viewed by all KinderRijk employees. Parents can access these documents through the location manager of their child's location. These documents are all in Dutch.

10.10.30.03	Work instruction on child-transfer
10.10.30.06	Child-transfer form
	Educational approach – 4-13 years of age
	Educational approach – 0-4 years of age
10.05.15.18	Internet-use procedure for after-school care
45.05.08	Basic principles for housing
30.15.15	Code of conduct
10.10.05.21	Work instruction on developmental issues and/or behavioural issues
30.30.12	Professional practice policy
10.10.05.30	Child-abuse reporting code
10.25.10.09	Work instruction on food
	Policy against bullying
	Work instruction on working methodically
	Exercise policy

On the KinderRijk website (www.kinderrijk.nl), at the location pages, the location-specific educational policy and safety and health policy can be found in Dutch.