



## Pedagogical Policy Plan

# HappyKids Kinderopvang Daycare centers and playgroups 2024



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### Preface

To all parents/guardians,

This is the policy plan of HappyKids Childcare. This policy plan has been compiled with the utmost care. Through this policy plan, we strive to make it clear to all parents/guardians what you can expect from HappyKids Childcare, and which pedagogical principles are applied.

Parents and daycare center employees have a shared responsibility for the upbringing and care of children. For this reason, HappyKids believes it is very important that parents are involved in the development of the pedagogical policy. A policy plan is never finished. New experiences and new insights regarding child development and guidance therein are reasons for employees, branch managers and parent committee members to continuously critically examine the pedagogical policy plan and adjust it if necessary. A pedagogical process is a continuous innovation process and will be regarded as such within HappyKids.

If you have any questions about certain matters after reading the policy plan, please speak to the branch manager of your location. She will be happy to assist you!

Hoofddorp,

Arco Koot (director)

Where the feminine pronoun is used in this policy plan, we also mean the masculine and vice versa.

### Scope of application

The pedagogical policy plan applies to all HappyKids locations where care is provided to children aged 0-4 years, namely:

- KDV 't Arnoldusparkje, Arnolduspark 15, 2132 CR Hoofddorp
- KDV 't Kasteeltje, Hoofdweg 871A, 2131MB Hoofddorp
- KDV de LinQ, Kalslagerring 7-9, 2151 TA Nieuw-Vennep
- Montessori toddler group, Kaj Munkweg 45, 2131 RV Hoofddorp
- KDV 't Speelkasteel, Hoofdweg 869, 2131MB Hoofddorp
- KDV Floriande, Bennebroekerweg 802, 2134AB Hoofddorp
- KDV de Wildenhorst, Sloteweg 301, 1171 Badhoevedorp



### Laws and regulations

For the establishment and maintenance of daycare centers, HappyKids is bound by laws and regulations as laid down in the Childcare Act, the childcare quality policy rules and in the childcare collective labor agreement. This includes, among other things, the requirements regarding the quality of the care, the group size and composition of the various groups, the rooms in which the care takes place and the facilities that must be present, parental participation, training, staff, etc.

With regard to safety and hygiene, HappyKids applies requirements that are at least in accordance with those of the regulatory authorities. We work with a safety and health policy which can be viewed on the parent portal or can be provided to you upon request.

The supervisor of quality is the Municipality of Haarlemmermeer, in the form of the GGD. They conduct announced and unannounced inspections and their reports are public via the website of the national childcare register and our own website.

In addition, the fire brigade and labor inspectorate also check whether and how the various rules are complied with.



## Introduction

### Why is it necessary to form a policy plan?

There are obviously differences between education at home and at a childcare center. We name them below.

- Difference in emotional bond: The bond between parents and children is close and long-lasting and arises from daily intimate interactions. The bond between pedagogical staff and child does not arise automatically; pedagogical staff organize everything to help children and parents get used to things and build trust.
- Difference in organization: In the family, other family members can also be part of the upbringing. It is an informal setting. Appointments can be made spontaneously. Pedagogical staff adhere to a formal setting. We work according to strict working agreements.

- Difference in environment: The family offers many opportunities to learn about the adult world. Children go shopping or help parents with chores. The daycare center is completely tailored to children. Pedagogical staff carefully plan how the spaces are used, what play materials are offered and what activities are organised.

- Difference in number of children: Families are not so large these days. Raising children in a group, with an eye for the individual needs of children, requires a systematic approach from pedagogical staff.

**The quality of daycare centers is largely determined by the pedagogical policy. By this we mean: “All formal and informal agreements that together provide continuity and equal focus to actions regarding the upbringing and development of children”. This concerns the actions of the educator, the relationship between child and educator.** The core of childcare work lies in the relationship between child and pedagogical worker, in dealing with children pedagogically. It is important to express the pedagogical ideas that the daycare center is based on in pedagogical policy for the following reasons:

- The pedagogical policy provides guidance for pedagogical staff in their daily work with children. It provides direction to their actions and ensures a like-minded approach among the various pedagogical employees;

- For new employees it is a tool for induction;

- The pedagogical policy provides an idea of our pedagogical vision and how we translate this into daily interactions with the children;

- It serves as a guidance for pedagogical action: does daily practice comply with the criteria described in the pedagogical policy?

The implementation of the pedagogical policy plan takes place within the preconditions determined by HappyKids' business services. We are aware of the tension that can sometimes arise and always try to find a good balance between the pedagogical climate and business services. We evaluate the pedagogical policy every year.

There are separate guidelines and agreements for the pedagogical staff for babies. Our policy for babies is therefore described separately in this policy plan.

The pedagogical principles that guide our pedagogical policy are:

**Physical and emotional safety and well-being:** A safe and healthy environment is provided. All children feel welcome and have a relationship of trust with one or more pedagogical staff members. The children also feel familiar and safe among the other children in the group.

**Collaboration with parents:** At HappyKids locations, the education of young children is based on collaboration with parents.

**Children learn through play and actively in relation to their environment:** their parents, pedagogical staff, their playmates and the physical environment. Children do not passively accept what adults suggest. They learn by playing, doing, trying out, watching, imitating, participating and giving instructions.

**The pedagogical staff have an active role:** They create conditions for learning and development. They see the opportunities for play, learning and contact that arise spontaneously. They create opportunities by offering activities.

**Holistic approach:** Education is balanced and focuses on all aspects of development; emotional, social, cognitive, creative, motor and moral development.

**Autonomy and connectedness:** On the one hand, there is respect and space for the individuality and autonomy of every child. On the other hand, the child learns to participate in the daily and living rhythm of the group and to adapt. Every child has the right to contribute to the whole.

**Respect for diversity:** Educational staff have respect for diversity and demonstrate this through their behavior. Children are taught to deal positively with differences related to age, gender, appearance, disabilities or socio-cultural background.

**The continuous line:** Educators connect with the child's development and help the child to develop the competencies he or she needs in the next phase, at primary school.

Our organization works with the principles of the childcare value framework. The value framework ensures that parents, children, employees and society know what they can expect from childcare. There are six values.

- Value 1: Optimal development opportunities for children

The society of today and the future requires skills in a broad field. The quality of childcare must therefore be at such a high level for all children from zero to thirteen years that children in childcare experience well-being and can develop their potential in a broad sense. Childcare takes the living situation of children into account and offers compensatory (extra) time and quality tailored to development and support needs to children in disadvantaged situations or with special care and support needs. So customization.

Marianne Riksen-Walraven's four pillars form the basis for the well-being and development of the child. In addition, working with a development-oriented method is a good tool for the target group 0-4 years. This ensures that the activities offered stimulate broad development, the child's developmental status is observed and, where necessary, tailor-made solutions are offered to stimulate development.

In the ages 4-12, the so-called "21st century skills" are used as a starting point for offering activities.

- Value 2: Inclusion and diversity

Childcare is available for all children from zero to thirteen years old. Inclusion means that all children are a full part of the group, regardless of their origin, religion, orientation, talent or ethnicity.

Childcare (and child and youth services in a broader sense) must be unconditionally accessible to all children, regardless of their socio-economic and cultural background or special support and care needs. The right to access child services.

The starting point for a placement is always that we can give the child and the rest of the group in which the child resides the necessary attention and care and that we can make a meaningful contribution to the (broad) development.

- Value 3: Active role of children

Participation and input of children are important and are actively safeguarded in childcare. The information children provide is heard and is part of high-quality childcare. It is also very important for children that they are allowed to play an active role in their own development.

A young child is not yet competent in all areas, but we also look carefully at where the child is competent. The child does not have to "become someone" anymore, the child is already someone, with rights, interests, ideas, needs and competences. In our approach to the child, we seek a balance between protection and participation. The consciously trained interaction skills that our employees master contribute to this, for example by naming emotions, by asking questions, encouraging them to think through, giving them the opportunity to take their own initiatives, by taking questions seriously and asking them for an opinion, and request input.

- Value 4: The power of together

The strength of childcare is the group. Skills, values, norms and attitudes must be lived and transferred.

Children learn from and with each other: waiting your turn, playing together, arguing together and resolving conflicts. Childcare can bridge differences, differences between children in the group, differences between parents and differences in society.

By consciously allowing children to talk to each other, allowing children to solve small problems together, by paying attention to all cultures, by showing interest in all children and their experiences, and by demonstrating desired behavior in children, we encourage the development of the basic norms and values of our society.

- Value 5: For and together with parents

Childcare is aimed at supporting parents in combining work and caring for and raising young children. The childcare offering has always been based on the sector's expertise in the development of young children. This offer is tailored as much as possible to the questions and wishes of parents, so that they can combine work and care as best as possible.



Good contact and regular consultation between parents and childcare is crucial for high quality. Only in this way can pedagogical staff do their job well. Parents know their child best. Child development is therefore related to the quality of reciprocal involvement of parents and professional educators. Pedagogical staff are aware of this and take the initiative to establish and maintain this contact. Where necessary they are supported by the coach.

We also organize parent meetings for parents of children with a language deficiency, often expats or immigrants, so that parents can also get in touch with each other.

- Value 6: Childcare actively connect

Childcare takes on a connecting and initiating role in collaboration with everyone who is connected to the child, such as youth (health) care, youth care, care, welfare, schools, sports, culture and all other facilities in the neighborhood. In this way they strengthen educational networks around children and contribute to community building around education.

Within the possibilities of our childcare, parents and agencies can ask us anything and we will contribute as much as possible.

## 1. PEDAGOGICAL OBJECTIVE, VISION ON CHILD CARE

By taking their child to a daycare center, parents/guardians opt for group care. Within the group, specific attention is paid to the individual development of each child with regard to language, creative play, practicing skills, independence, showing respect for each other, discovering their own possibilities and dealing with rules and boundaries. The daycare center can therefore offer parents a broadening of the educational situation.

By visiting a daycare center, a child comes into contact with other people than just the parents. Parents can expect involvement in education from the pedagogical staff. Parents must be able to trust that their children will be well cared for and supervised during their absence. They can also expect that they will be sufficiently informed and that they can submit questions, comments, wishes and complaints.

Several scientific studies (including Marianne Riksen-Walraven) have shown that only a child who feels safe can develop optimally. These studies show that children feel safe if they have built up a good, personal bond with the permanent pedagogical staff at the daycare. In addition, it is important that they can build a good friendly bond with other children. Their joint play then deepens more and a child learns more from this game than if that bond were not there. The well-known pedagogical staff can respond to the personal needs of each child and the child feels free to explore.

To lay a good foundation for the pedagogical policy, HappyKids has the following principles formulated:

- Every child is a unique individual and should be accepted and valued as such;
- Every child has the right to respect. This means that it is taken seriously and that the child can count on understanding and tolerance;
- Every child has the right to an adult who will meet the child's needs.

The child can also adopt the behavior of adults. The pedagogical employee has an exemplary role with his/her behavior.

- In order to develop, it is necessary that a child feels safe and secure. This gives the child self-confidence, which in turn leads to the desire and search for new challenges and greater independence.
- Grow self-confidence and independence by practicing doing it yourself. By (perhaps) failing and being able to fall back on someone who understands you and having the opportunity to try again.

At HappyKids, the child is central. A child must feel comfortable and the care must be responsible. The individual child should not suffer from the group, just as the group should not suffer from an individual child. Group-oriented work offers opportunities for developing social skills.

HappyKids developed its pedagogical objective from these general principles:

"Promoting the development of children by bringing them together in groups under expert guidance in spaces specially designed for them, in close consultation with parents/guardians."

To promote the development of children based on this objective, requirements are set for:

- the pedagogical employee/the interaction between the pedagogical employee and the child

In addition to knowledge of child development, the pedagogical actions of the pedagogical employee are essential. The way in which they interact with each other largely determines the development potential of children.

- the group context

When grouping the group, consideration has been given to how the safest possible environment can be created for the children, where there are also sufficient opportunities for discoveries and new challenges.

- the indoor and outdoor space

The space in and around the day care center and the layout of the group influence the development of children. Safety, hygiene, individual and group interests play a role in this. The design will offer opportunities and challenges.

- the materials

High-quality materials relating to the different development areas ensure a structured range of development-oriented activities.

- the activities

Structured and well-thought-out activities that match the development level and interests of the children play a major role in stimulating that development.

- dealing with parents/guardians

The importance of good contact and consultation with parents/guardians is self-evident. In this way, one learns to know the child well, to understand his behavior and to respond well to it.



## 2. THE DEVELOPMENT OF THE CHILD UP TO 4 YEARS OF AGE

For each developmental phase there are characteristics of the way in which a young child learns. Pedagogical staff respond to this. Below we briefly describe the characteristics of each phase.

### 0 to 18 months

The baby is competent and powerful, but also highly dependent on adults. An intimate, caring and reliable relationship with the group leadership is important. A young baby needs familiar people (not too much change) and a familiar, predictable environment and rhythm. They build self-confidence and an initial sense of “self” as they experience physical and emotional safety.

#### Babies:

- grow and develop fastest in this age phase;
- are vulnerable, but tough and persistent;
- depend on adults to fulfill their needs;
- **are highly motivated to learn and “do it themselves”;**
- want immediate satisfaction and immediate attention;
- can indicate what they need well with non-verbal signals;
- need certainty, predictability and regularity;
- are sensitive to rapid fluctuations in health and well-being;

- need stable relationships with a limited number of sensitive adults

#### 18-30 months

The behavior and development of a toddler varies greatly; leaps forward alternate with some setbacks.

**Toddlers struggle with developing the “self” and becoming more independent from the adult while at the same time still being very emotionally connected and needing support.** The desire for self-doing, discovery and their growing need for control in daily activities often conflict with their dependence on caregivers to make things happen. Toddlers quickly acquire physical, social and language skills, but this still needs a lot of practice. On the one hand, toddlers find rituals and routine wonderful, but they also sometimes resist them. This often creates situations with conflicting feelings and actions, which demand a lot from the adult’s ingenuity and patience.

Toddlers:

- are energetic and on their way;
- are trying to gain control over their world, by seeking boundaries and effects on their behavior;
- often want things that are far ahead of their language or physical capabilities;
- are active and curious;
- are determined to learn and understand events and things;
- have intense and often unpredictable feelings;
- are driven by opportunities and possibilities and by encouragement;
- are impulsive and have little self-control;
- are focused on the here and now;
- seek contact with others and learn through imitation;
- learn with their whole body and learn by doing and much less by what is told.

#### 30-48 months

The toddler has a growing language capacity and learns to see different points of view. He or she gains insight into images, symbols, numbers and words. The range of activities in daycare must provide educational experiences, so that children can build up an understanding of their own experience and the world around them. Toddlers still vary in their pace of development; they suddenly move forward by leaps and bounds and then stand still for a while or fall back for a while. But they are increasingly learning to deal with changes and unexpected events. They are increasingly able to plan and oversee activities themselves and gain more insight into their own role.

Toddlers 2,5-4 :

- recognize patterns and rules in the world. This encourages them to ask questions and respond to nonsense and humor;
- have a growing opportunity to see the family, home and shelter in the perspective of the growing world;
- gain new possibilities such as dealing with symbols, representations, creativity, music, word games and numbers
- develop language and arithmetic skills, including insights into concepts, cause/effect, verbal expression and discoveries in the physical and social world;
- develop a better memory and can therefore tell stories, solve more complex situations, spend longer on **something and be more “directly curious”**
- develop social skills to enter into and maintain friendships and a start is made to see the starting point of someone else;
- further develop physical skills;

- learning to plan, check, ask questions and think about activities and tasks better and better;
- use their fantasy and imagination to explore their own identity and that of others.

Taking into account the developmental phase that children are in, children are dealt with in a sensitive and responsive manner. Respect is shown for children's autonomy, boundaries are set and structure is provided for children's behavior, so that they can feel emotionally safe and secure. In other words: children know where they stand at daycare and know that they can always turn to the pedagogical staff for support.

Role of the pedagogical employee in the development phase up to 4 years.

In her interactions with the children and during play situations, the pedagogical employee has influence on the various areas of development. She creates such a positive atmosphere that the child feels at ease and knows how to use and increase his own abilities in such a way that he develops into independence. The pedagogical employee provides variation and stimuli and knows how to dose them.

In practice, this means, for example, that the pedagogical employee in the baby group regularly places the babies in the playpen or on the play mat, both on their stomach and back to develop the muscles in the head and back and to be able to roll over safely. The pedagogical worker also encourages the baby to crawl towards a desired toy. She also encourages the baby, for example, by offering a walker to stand up and take steps. By offering objects with variations in shape, size and weight, the baby practices grasping and holding. The pedagogical employee plays peek-a-boo games and/or hides objects. These are games that stimulate the baby's developing awareness of cause and effect. The pedagogical employee also promotes mutual contact by bringing the babies into each other's company, for example together in the playpen or on the play mat.

The pedagogical employee stimulates language development during play and care activities. She will respond to the baby, imitate sounds, sing to the baby and talk to the baby. It goes without saying that physical contact while interacting with the babies is essential. The pedagogical worker cuddles and rocks the baby, factors that are extremely important for the baby's well-being and development.



The toddler's self-awareness grows and this influences his social development. The pedagogical employee responds to the growing desire for independence and sets boundaries. In addition to individual play, something that characterizes the toddler, she stimulates team play and the pleasure of being together.

The language of toddlers and especially toddlers is becoming increasingly complicated. Because children learn a lot through imitation, the pedagogical staff member speaks in correct and understandable language. Partly due to the available play materials, the pedagogical employee invites the children to talk. She gives talks, reads and sings with the children. Mispronounced words are repeated correctly in a playful way.

The pedagogical employee continues to stimulate the toddler with regard to his motor development. Children are challenged in a playful way in the development of their motor skills, cognitive skills, language skills and creative skills, with the aim of enabling children to function increasingly independently in a changing environment.

In the area of motor skills, the pedagogical employee can offer level-oriented activities because the toddler has more control over his movements. Consider activities such as cutting, painting with a brush, jumping, climbing stairs and swinging. Cognitive and social development also continues. The pedagogical employee answers his many 'how and why' questions. This gives the toddler even more control over his environment. Partly due to his developed sense of 'you', the pedagogical employee can expect more from the toddler. She stimulates friendships and promotes teamwork. In this way, she teaches toddlers to take each other into account and promotes conflict resolution together.

### 3. VISION ON DEVELOPMENT AND EDUCATION

We derive our most important tasks from Marianne Riksen's pedagogical goals, which are anchored in the Child Care Act. We offer the following to the children entrusted to us:

#### 3.1 Physical and emotional safety

A child who feels safe, feels good and has energy to learn and develop.

A child must feel physically and emotionally safe. That is why creating a feeling of safety is also called the basis of pedagogical action. The right to physical and emotional safety is described in the international treaty on the rights of the child and laid down in the Child Care Act and the Child Care Quality Agreement.

**Physical Safety:** A physically safe and healthy environment is provided. A safe pedagogical climate places demands on the material environment. This must be hygienic and children must be able to move freely without risk of physical injury. A healthy environment means that the basic and developmental needs of children are met.

**Emotional safety:** Every child needs emotional safety. This is mainly created by entering into and maintaining trusted relationships. At daycare it is about relationships with the pedagogical staff and with the other children. A relationship can be described as **“the result of repeated contact”**. **By interacting with each other for longer**, expectations about the relationship arise. You know what you're getting! Research based on attachment theory shows that young children become attached to their pedagogical staff, they use them as a safe base to explore the environment and they seek protection and comfort from them.

The pedagogical staff are sensitive and responsive: they perceive signals from a child and respond to them. They show that they have seen a child, appreciate it, take the child into account, and help the child where necessary. They are interested, warm and cordial. They communicate in a dialogue with the child and give time to respond. They give positive attention to all children. They pay attention to the child's autonomy; follow the child's initiatives and give the child space to think up, implement and solve something themselves. They encourage the child and express what the child cannot yet express himself, so that the child learns to give words to his thoughts and experiences. They are clearly available to the child, and make contact in different ways throughout the day. The aim is always that at least one of the pedagogical staff present in the group is available for the children. The other pedagogical employee(s) can then perform other tasks without the children feeling unseen. Pedagogical staff ensure a clear structure in the organization of the group and the daily rhythm, and clear rules that they apply consistently. All these conscious actions by the pedagogical employee ensure that a child knows exactly within which frameworks he can move and discover freely. And that the pedagogical employee will help or intervene when necessary, and that this will be done with respect for the child's own personality and preferences. And that gives you a safe feeling!

The children also enter into trusting relationships with each other. The main reason why children like to go to daycare is the other children. Playing together is fun! If children do not know each other, a lot of attention and time is spent understanding what is happening around them. When a child plays with a friend, they play at a higher level than with an unknown child. The pedagogical staff help the children to feel safe with each other and to build positive relationships. By interacting with each other a lot, children recognize the initiation of a new game by another child, or the joke by the educational staff member that they can laugh about together,

because they already know what is coming. The pedagogical employee encourages this by repeating a lot, building in habits and rituals and having children respond to each other in a conversation, in order to stimulate communication between children. The pedagogical employee ensures a good atmosphere in the group.

Furthermore, the design of the environment can contribute to a feeling of security. Arranging the environment in such a way that it is clear to the children what they can do there and so that they can be as independent as possible gives them a safe feeling; everything is clear and child-oriented.

### 3.2. Opportunity to develop personal competencies

Developing and learning seems to come naturally to young children. But parents and pedagogical staff have a major influence on that development from the start.

By competency we mean a coherent whole of a person's motivation and attitude, knowledge and insight, and skills.

We distinguish goals for personal competencies in five areas: emotional, cognitive, communicative, motor-sensory and creative-visual competencies. The goals are described very broadly. With a good range of learning experiences and emotional safety, most children learn what they need, at their own pace and in their own way.

**Emotional competencies:** the feeling of being allowed to be there and being able to rely on others, seeking support and being comforted, awareness of oneself, confidence in one's own strength and abilities, awareness of personal characteristics, positive attitude to life

**Motor-sensory competencies:** gross motor skills, fine motor skills, maintaining balance, moving to music, pleasure in moving, recognizing danger, pleasure in sensory experiences, building and inventing,

**Cognitive competencies:** understanding and naming emotions and intentions when caring and playing together, using all senses when exploring the world, knowing words for familiar animals, plants, things and seasons and the weather, looking for connections between events (cause -consequence), logical thinking, ordering, measuring and counting, concentrated (alone) play, sticking to a plan

**Communicative competencies:** talking with words in simple sentences, understanding and using non-verbal communication, taking and giving turns, being motivated to understand others and to make oneself understandable, listening to a story, telling what he feels, wants or has experienced, looking at and understanding pictures and photos, understanding the meaning of written language

**Creative-visual competencies:** **expressing yourself through creativity and "making something" or portraying it.** ; dance and movement, singing, music, drawing, painting, building and making constructions.

Children develop these skills by making discoveries and playing. The child discovers new possibilities for action, which are then practiced, expanded, varied and perfected during play. We can promote discovery and play by making the space inviting and providing a wide range of materials and activities. Furthermore, the pedagogical employee can contribute by encouraging play and then providing proper guidance. It is essential that children can determine the course of the game themselves, but the pedagogical employee can try to match the development level and interests of the children in the range of materials and activities on offer.



The presence of well-known peers is a prerequisite. As children get to know each other better, they play together more and their play is of a higher level.

### 3.3. Opportunity to develop social competencies

By social competencies we mean social knowledge and skills, such as being able to put oneself in the shoes of others, giving and receiving help, taking into account the feelings of others and sensing others, imitating, playing together, taking initiative and following, contributing to the whole and helping, being able to communicate, collaborate, handle and resolve conflicts, develop social responsibility. The moral competencies also fall under this: expressing emotions in an acceptable way, realizing that one's own actions have something to do in the world, showing responsibility and a sense of guilt, obeying and showing good manners, standing up for oneself, moral feelings such as pride, shame and guilt. express, respect diversity. Children develop these skills in contact with peers, in being part of a group and in participating in group events. Children are social beings. They are naturally inclined to focus their attention and behavior on people in their environment. By talking a lot to the children and also teaching the children to talk to each other, we promote the ability and willingness to communicate. Without communication there is no basis for social development. But cognitive development and knowledge acquisition also depend on communication.

The guiding or mediating role of the pedagogical employee is therefore very important. They make it possible for children to gain positive experiences with communication at an early age and thus create the conditions for developing social competences.

### 3.4. Socialization of values and norms, culture

Transmitting values and norms is an important aspect of parenting. Values express the meaning that people attach to certain behavior or to certain things or events. They are views that indicate how important people find something. Values are undeniably culture-bound; they change over time and vary across societies. Norms translate values into rules and regulations about how adults and children should behave. For example, the value is: having respect for each other. The norm is that aggression is not allowed. On a number of matters it is possible and desirable to make joint agreements about what is important to convey to children.

At HappyKids, children are encouraged to become acquainted with the generally accepted values and norms in society in an open manner with a view to respectful interaction with others and active participation in society.

In childcare, children come into contact with more or different aspects of their own culture, or with other cultures, than at home. There are relatively many learning moments in a group, for example during conflicts between children, during sadness or pain, but also during rituals and celebrations.

The actions of educational staff play an important role in the moral development of children. Through their reactions, the children experience the boundaries of good or bad, of different, of permission and obligation. They also imitate the behavior of adults. The actions of the pedagogical staff therefore influence the development of empathy and mutual respect.

How do we work on pedagogical goals?

What can we do and what can we use to achieve the above pedagogical goals? As a childcare organization, we have a range of resources at our disposal to shape pedagogical actions in accordance with the established educational goals.

These pedagogical resources are:

- the pedagogical employee-child interaction;
- the design of the indoor and outdoor space;
- the interaction in a group;
- the range of activities;
- and the game materials provided.

We can use all these resources in a conscious manner to support the four pedagogical goals in education and development. Of course, in addition to working on the educational goals, a lot of care is paid to physical safety, health and hygiene.



#### 4. PEDAGOGICAL ACTS WITHIN HAPPYKIDS DAYCARE CAREERS (CONCRETEIZATION OF THE PEDAGOGICAL GOALS)

At the daycare center, loving care and attention to the development and well-being of the child go hand in hand. The basic principle is that parents can go to work or study with peace of mind. In addition, the daycare center has added value, children are raised and supervised by the pedagogical staff. Children in daycare partly grow up in a group, where they learn to play and share with other children. The range of materials and activities on offer also complements the home situation. Furthermore, the professional group leadership is a source of information and sounding board for the parents in the care and upbringing of the child. This chapter describes the pedagogical actions for daycare centers. The four educational goals serve as a framework for this.

The groups are:

- Dealing with children in a sensitive and responsive manner, showing respect for children's autonomy and setting limits and providing structure for children's behavior, so that children can feel emotionally safe and secure;
- children are challenged in a playful way in the development of their motor skills, cognitive skills, language skills and creative skills, in order to enable children to function increasingly independently in a changing environment;
- children are guided in their interactions, where they are taught social knowledge and skills in a playful way, in order to enable children to build and maintain increasingly independent relationships with others
- children are encouraged to become acquainted with the generally accepted values and norms in society in an open manner with a view to respectful interaction with others and active participation in society.

For each development goal, we have further elaborated this as follows:

#### 4.1 Providing emotional security

The first educational goal: the daycare center should be a safe, familiar place for children and parents. From the first introduction to the day you leave the daycare center, attention and respect are paramount.

##### The tour

Interested parents can make an appointment for a tour of the daycare center. The tour is usually provided by the branch manager or coordinator. Parents can thus gain an important first impression, they receive global information and can ask questions.

##### The intake

Once the placement has been arranged, the parents make an appointment for an intake interview with the pedagogical employee who is the child's mentor. The purpose of this conversation is to get to know each other, exchange a lot of information and make agreements about the adjustment period. The employee provides both oral and written information about HappyKids and the daycare center, the group and the pedagogical policy plan. Parents also provide all important information about their child and the circumstances at home, so that the pedagogical staff can respond accordingly.

#### The adjustment period (the first weeks)

In the beginning it takes some getting used to, for both the child and the parents: the new situation, the group and the group leadership. A warm welcome and open communication are very important in building trust. Saying goodbye can be difficult for both children and parents. The pedagogical staff provide support and guidance in this. We always advise parents to take the time to drop off the child on the first day(s) and, if possible, to pick up the child a little earlier than usual. The adjustment period will be different for every child and that is why building mutual trust is very important. In order to build this bond of trust, it is important that parents drop off and pick up their child as much as possible.

#### Basic pedagogical attitude

Communication back and forth, dialogue with the children, is our most important educational tool. As fellow educators, we mainly want to talk with rather than at the children. In practice this means the following:

- We give positive and personal attention to each child
- We recognize and accept children's feelings and respond with understanding
- We speak to the children in a calm, warm tone and make eye contact
- We watch and listen carefully to children, connect with what is said, add new experiences and set a good example
- We show respect for the individuality and input of children.

#### Positive leadership

From this basic pedagogical attitude it is possible to provide positive leadership children. Thereby:

- We strengthen children's positive behavior by saying nice things and praising them and reward
- We provide instructions and explanations, and we emphasize what is allowed
- We support children who are at risk of exhibiting negative behavior; we are the negative behavior before
- We do not (always) respond to negative behavior in order to weaken it
- We sometimes put children aside for a while.

#### Crying and being angry

We believe that children should be allowed to express their sadness or anger. Crying and tantrums are not bad behavior, but expressions of strong emotions. The pedagogical staff are also there for the children and help them deal with this, especially through active listening. A pacifier or cuddly toy from home can provide a lot of comfort and is not withheld from the child at such a moment.

#### Boundaries and structure

Setting limits on behavior and offering predictable regularity also give children a feeling of peace and security. Children know where they stand. There are not too many, but there are clear rules in the group. Structure in the space, fixed rituals and a lot of explanation about what is happening also provide guidance.

#### Transition to another group

When transitioning to the next group, consultation takes place between the pedagogical staff of the groups involved. The completed observation forms are discussed and serve as a guideline for this conversation. A transition meeting is also offered to the parents. Parents are not obliged to accept this offer. Children can get used to the other group so that they do not "suddenly" make the switch.

#### Farewell to the daycare center

When the child leaves the daycare center (usually because it turns four and therefore goes to school), it is said goodbye with care. The farewell ritual marks a change in a child's life. It also becomes clear to the other children that their boyfriend or girlfriend no longer comes to the day care center.

#### Emotional safety: Interaction between pedagogical employee and child:

A group leader will offer a high degree of safety in her interactions with a child, so that HappyKids is like a second home. She achieves this in her relationship with the child by delving into the child itself, the world and the development phase and responding appropriately. This also means understanding the child, taking it seriously and supporting it.

- The pedagogical employee takes the time to talk, listen and cuddle.
- When a child cries, respond as quickly as possible, even if the cause cannot be immediately identified.
- Act calmly and consistently to provide the child with support.
- During care, the baby is always told what is going to happen.
- The child may express feelings of joy, sadness, fear, aggression and pain.
- Children make choices in their contact with pedagogical staff. If contact with one pedagogical employee is less successful, a colleague will initiate contact with the child and then involve the other colleague.
- There is a wide variation in normal behavior of babies. A baby can be very calm and content, but also very restless and cry a lot. When a baby cries a lot, we, in collaboration with the parents, pay a lot of attention to comfort it as best as possible, possibly with the help of a baby carrier and hanging cradle.

#### Emotional safety: The indoor and outdoor space:

The group area is designed in such a way that there is an overview and you can hear whether help is needed. If the sanitary area is within sight of the group room, toddlers can go to the toilet independently. This takes into account the individuality of the child. If the toddler is not yet able to do this, or the sanitary area is not within sight of the group, there are also so-called 'peeing' rounds. Of course, children also let us know in the meantime when they want to go to the toilet. The outdoor area is set up in such a way that the children find enough challenge, but can also play quietly in the sandbox.

#### Emotional safety: The group:

- Continuity in staffing is strived for as much as possible by having permanent pedagogical employees in the group.
- Several scientific studies (including Marianne Riksen-Walraven) have shown that it is important for young children to feel safe. Only a child who feels safe can develop optimally. These studies show that children feel safe if they have built a good, personal bond with the permanent pedagogical staff who supervise them at daycare. In addition, it is important that they can build a good friendly bond with other children at the day care center. Their joint play then deepens more and a child learns more from this game than if that bond were not there. The well-known professionals can respond to the personal needs of each child and the child feels free to explore. Ideally, pedagogical staff and children from a group would spend several days a week in the same

group composition. But of course we also have to deal with Dutch culture, where children often only use formal childcare two or three days a week. Taking all these factors into consideration, HappyKids prefers to place children for at least two days. In this way we try to offer every child the optimal care to stimulate development.

Emotional Safety: Activities:

The pedagogical staff do something with the children every day. The children are not supposed to play all day long. The children are offered the opportunity to participate in sticking, cutting and other group activities, but it is not necessary.

- When giving the bottle, take your time and the baby lies nice and close to the teacher.
- When changing, we pay attention to the baby by cuddling, singing or playing peek-a-boo.
- Saying goodbye during drop-off and pick-up can cause emotional reactions in a child: crying, becoming angry or very quiet. The child is supported by comforting him, being with him, or just leaving him alone for a while.
- By observing the child carefully and listening to the child, the teacher knows which activity to offer.
- The teacher will ensure that the baby's daily rhythm matches the home rhythm as much as possible. The baby can feel comfortable and safe with familiar rituals, their own cuddly toy or music.

Emotional safety: Game material:

Organize the toys according to development so that it becomes visible what is there and children can make easier choices.

#### 4.2 Developing personal competencies

The second educational goal: attention to personal skills such as resilience, independence, self-confidence, flexibility and creativity.

Active learning

0 to 4 year olds learn in a very active way. They learn to move, think, understand and talk with their whole body and all their senses. They mainly do this by playing. Playing is a basic need and indispensable for development. As a childcare center we create the conditions for playing, we guide the children and enjoy with them.

Personal care

Quality of care for children is not only measured by how much a child has eaten and when he/she had the last clean diaper. We think it is especially important how the child is fed and how the pedagogical staff member handles the child during changing. The care moments are very suitable for making calm and warm contact with a child and for personal attention. The child can then recharge emotionally. Even outside of care moments, the children are held on their laps, receive a hug and personal attention.

The layout and design of the group area

Children need space, literally and figuratively. The interior of the group is cozy, but not too full and busy. The design of the group rooms helps children learn and play with their whole body and all their senses. For babies, this means, for example, that they can spend sufficient time lying in the playpen or on the floor to enable free movement development.

For toddlers, we work with a division into clearly recognizable corners, such as a doll corner, a car corner, a reading-cuddle corner and/or a building corner. This gives structure to the space and provides clear choices for the child.

The layout of the rooms promotes the children's independence. They can grab or clean up as much as possible themselves. There is a good balance between safety and challenge.

#### Game and development materials

There is a basic package of toys tailored to the different areas of development (physical, social-emotional, intellectual, musical, language, creativity, etc.), which is regularly supplemented and/or replaced. The toy meets the following requirements:

- It is child-friendly and meets all safety requirements,
- It looks attractive and is durable,
- It stimulates the child's development and stimulates the imagination,
- It does not evoke associations with war or violence,
- It's clean and complete.

In addition, they often play with sand and water, which is important for sensory development. Clay, paint, pencils, crayons, paper, cardboard, scissors, and the like are used for creative development. Music in the group is for the benefit of the children, which means that musical instruments can be played, that a CD is played regularly, that songs are sung every day and that there is regular dancing. There are books that children can **"read" themselves, and we believe reading aloud is very important for language and speech development.** Children can make their own choices, what they do and how they do it.

#### Activities

There is a wide range of activities, taking into account the individuality and preferences of each child. For example, when doing crafts, the children do not all have to make exactly the same thing; it's about the fun and challenge of crafting. The children are seen as individuals and approached as such, even during group activities. The pedagogical employee also invites the children to participate in games and activities that they would not normally choose themselves. By encouraging and praising, children are challenged to practice new things.

#### Personal care and self-reliance

In the period between 0 and 4 years, children develop from totally dependent beings who are fully cared for into relatively self-reliant toddlers. At the daycare center we encourage the children to eat and drink independently,



we train toilet training, we teach them to wash hands, dress and undress and help with tidying up. There is no coercion. We adapt to the capabilities of each individual child and ensure that each child learns to be proud of themselves.

#### Communication with parents

Good communication with parents is essential for the quality of childcare. Without the information from the parents, we cannot adequately meet the individual needs of the child. When dropping off and picking up there is time for the personal, daily, oral transfer. Furthermore, a digital parent portal is used. This reports on special events and daily information about nutrition, sleep and well-being. We strive for an open and respectful approach on both sides. Pedagogical staff ensure a clear transfer to their colleagues and parents.

#### Personal development: Interaction between pedagogical employee and child:

A pedagogical employee creates conditions (challenging and safe) through which the child's personal characteristics can develop and unfold at his or her own pace and sequence in all areas of development. Every pedagogical employee has a role in offering and setting an example within HappyKids, also in this area. She does this by paying attention to daily activities and creative activities and demonstrating this.

The role model is very important here.

- Give the child the feeling of being something special to the other person.
- Crowing and babbling are the first forms of language contact and by responding to those sounds, the child notices that his 'talking' is being responded to. The child receives attention, his 'talking' is appreciated.

If the child points to something or looks at something, the pedagogical employee mentions this. The child will listen better and try to imitate sounds and understand more and more. The pedagogical staff consciously talks to the child to promote language development and the ability to communicate. The child should be allowed to go about his business as much as possible, because this teaches him what is and is not possible. By slowing the child down too much, the child will become insecure, because he or she will not have the opportunity to discover what he or she can already do.

#### Personal development: The group space:

Because the spaces are so open, the children can look around at how others do things and can imitate this. The structure of the group is such that children can do as much as possible themselves. They can reach the taps in the sanitary room, the toy cupboards and climb the steps of the changing table under supervision. This way they are as little dependent as possible on the pedagogical employee.

#### Personal development: The group:

There are baby groups, toddler groups and toddler groups. The baby groups are quieter and smaller, the toddler groups have more of the structure of a large family. The toddler groups offer more opportunities to offer activities that prepare for primary school. All groups have optimal conditions for an emotionally safe environment.

Personal development: Activities:

- Everything that happens within the daycare center is seen as an activity and is treated as such.
- Through fixed habits and the recurring daily schedule, the child knows where he or she stands. Structure promotes peace and concentration when performing activities
- The child is encouraged and supported to take one step further in development. The baby is challenged to turn around, crawl, pull up and clamber through the design of the room with mattress, low table with chairs, doll corner, etc.
- When the situation allows and taking into account the age of the child, the child is given assignments. Children discover their own abilities by cleaning up toys together, giving things back to someone, and helping out in the kitchen.
- By asking the child open questions, he learns to make choices and think about what he wants.
- The child's imagination is stimulated by telling stories, playing with the glove puppet and making voices.
- Sometimes the game is started by the pedagogical employee. Other times the game starts with the child and the pedagogical employee goes along with it. Seize opportunities and create opportunities.
- Scary and dangerous things that children have heard or experienced can have a very deep impression on them. Sometimes they get stuck in that fear for a while. In the game, scary events are deliberately reenacted or tried out.
- The child is encouraged to learn to eat independently.
- Parents and pedagogical staff discuss when to start toilet training.
- By working with themes such as Easter, autumn, Sinterklaas, etc. or in response to an event, a story or a song, the child expresses himself in creative activities
- We read and sing songs every day. There is a range of different musical instruments; drums, chimes, maracas and rattles.
- From babies to toddlers, (preschool) activities are offered from the program for children aged 0 - 4 years Uk and Puk. Playing is discovering and playing is growing, that is why playing is central to Uk and Puk. By being actively involved in this program, the children learn new skills. The group activities associated with this program stimulate broad development, including speech and language skills, social-emotional skills and motor skills and arithmetic stimuli.

Personal development: Games, toys and educational materials:

Play material or development material is purchased in relation to general development and from which the children can learn a lot. A specific theme or change of season may be a reason to purchase special material at that time. The child is given the opportunity to experiment with different objects and materials from a very early age. There is variety in supply, good distribution of toys that stimulate different areas of development.

#### 4.3. Developing social competencies

**The third educational goal: attention to social skills and creating a “feeling of us”.** The sense of belonging in a group is the feeling of belonging together and enjoying being there. You don't have to be good friends with everyone, but everyone belongs in their own way.

#### Core groups

At our larger (minimum 3 groups) daycare centers we work in “horizontal” age groups. We know the following groups:

- Baby groups (0-14 months), max. 6 children per 2 pedagogical employees, or 9 per 3 pedagogical employees, 12 per 4 pedagogical employees
- Toddler groups (12-30 months), max. 11 children per 2 pedagogical employees or 16 per three pedagogical employees
- Toddler groups (36-48 months), max. 16 children per 2 pedagogical staff

At smaller locations we work with vertical groups 0-4 with a maximum of 12 children or with vertical groups 2-4 with a maximum of 16 children.

In all cases, if in doubt, we use the 1ratio calculation tool to determine the precise number of children in a group.

Personal development: Games, toys and educational materials:

Play material or development material is purchased in relation to general development and from which the children can learn a lot. A specific theme or change of season may be a reason to purchase special material at that time. The child is given the opportunity to experiment with different objects and materials from a very early age. There is variety in supply, good distribution of toys that stimulate different areas of development.

Based on a child’s development, the pedagogical staff decides when exactly a child is ready to move on to the next group. The ages indicated above should be seen as the margin that is maintained.

The ratio between qualified group leaders and the number of children, the so-called professional-child ratio, **meets the standards set in the “Childcare Quality Policy Rule”**. The pedagogical staff are supported by the branch manager, the in-company trainer and the VE tutor, and there are also regular interns at the daycare center. HappyKids also works with employees in training through the vocational training program (BBL).

#### The daycare center as a community

The pedagogical staff of the different groups together form a team; They are all responsible for the daycare center, they divide the tasks and support each other where necessary. They also get to know the children and parents of the other groups. Each pedagogical employee has her own specific contribution and talents.

Pedagogical staff coordinate a varied daily and weekly program, addressing the various areas of development. A method for preschool education is used to structure the activities.

Examples of activities that are undertaken together with several groups are: working with themes, celebrating birthdays and other parties, activities with children who no longer sleep in the afternoon, playing together in the group, playing outside together. On very quiet days, groups are combined. It goes without saying that there are always sufficient qualified pedagogical staff present during joint activities. Of course, joint activities take into

account what the children want and can handle. For example, it can be more difficult for a child in the unfamiliarity phase to play in a different group than for an almost 4-year-old. It is important that parents and children know where they stand. Children feel best with predictable regularity and fixed rituals. Communication tools include our digital parent portal and door-to-door announcements about new themes, etc.

#### Rituals

Rituals are inviting but not coercive and create a sense of solidarity. Every daycare center and every group has its own rituals such as:

- The greeting in the morning and saying goodbye to the parent
- The welcome ritual and going through the day
- Singing songs before eating and drinking
- In the circle
- Cleaning up together, cleaning up song
- Birthday ritual, with hat, songs and magic gift
- Read before going to sleep

#### Our role in social experience and learning

As childcare, we can make an important contribution to social experience and learning. Quiet corners have been created in the daycare center where small groups of children can play together undisturbed. There is also an (outdoor) space that challenges and encourages running, climbing, cycling, adventure and discovery. Children learn a lot through games and activities. They imitate each other and the adults. They experiment with giving and taking, with sharing, with respect, with responsibility for each other and for the things. Pedagogical staff have an important role in guiding contact between the children:

- They listen and show interest.
- They are enthusiastic and participate.
- They help resolve conflicts and build resilience.
- Encourage and teach them to play together.
- If something is not allowed, they offer an alternative.
- Help them learn to work together, wait your turn and take others into account.

We want to help the children find their place in the group and give them the feeling of belonging. Most children come part-time and do not experience everything that happens in the group, but the pedagogical staff can talk about it or show things later.

#### The parents and the feeling of us

We think it is important that parents feel involved in the daycare center. Parents can catch up with other parents and children in the morning. We ensure that parents remain well informed about the ins and outs of the group, daycare center and HappyKids by means of messages via the parent portal.

Parents can contribute ideas and decisions about the policy and its implementation in the parent committee. Group activities and general announcements are reported via the parent portal.

Developing social competencies: Interaction between pedagogical employee and child

A pedagogical employee guides and creates situations so that each child gets to know and discover his own position within the group and can therefore learn in contact with others.

- A child in the group who behaves inconspicuously can escape attention. When changing or when we put it to bed, it receives some extra attention, the pedagogical employee consciously seeks regular eye contact. In this way, the pedagogical staff member keeps informed of the child's well-being and the child has the opportunity to involve the pedagogical staff member and through her the other children in activities.
- Young children should not hurt each other. The pedagogical employee responds appropriately to such behavior.
- Children are not allowed to take toys from each other, but are encouraged to ask each other for them and share them together. The child is guided, if he or she is not (yet) able to do so, in resolving an argument.
- By setting an example, the child learns that helpfulness is important. Although we teach children to help each other, we will inhibit too much helpfulness among children. The teacher sets the example by not intervening too quickly and by giving the child the opportunity and encouraging him to arrive at a result or solution on his own.

Developing social competence: The indoor and outdoor space:

- Corners are created in the rooms where children can play together. The professionals adjust this regularly. For all themes from Uk and Puk, special theme corners are set up where children can play together.
- Through the central hall and the shared use of the outdoor playground, mutual contacts between children from different groups are established in a playful manner.
- When purchasing toys and play materials, we pay attention to safety and that all facets of the child's broad development are covered.

Developing social competencies: The group:

By putting babies together in the playpen, feeding them at the same time, and letting them play next to each other, the need for social contact is met. Babies like to be involved in group activities. They are taken on their lap or placed in a rocking chair.

Developing social competencies: Activities:

- Daily matters are re-enacted through a shop, doll corner, Lego table, construction corner, etc. During playing together, aspects such as learning to share, waiting for each other, arguing, saying no are discussed. Conflicts are resolved here as a learning opportunity. There is no punishment, but correction is made.
- The children are allowed to 'visit' the other groups, so they can experience how things work there. They play outside together, where they can make contact with the other children in the daycare center and possibly play with their brother or sister.
- A withdrawn child will be stimulated as much as possible by consciously creating play situations in which it is easier to establish contacts with other children.

- By showing their own emotions, giggling, laughing, being angry or being silly, the pedagogical employee is an example for the children. The child then sees that it is not strange and that it is allowed.

Developing social competencies: Game materials:

The different groups work together when purchasing toys, which provides more opportunities to purchase more expensive and sustainable toys and offers the children the opportunity to have more encounters while playing.

#### 4.4 The transfer of norms, values and culture

Transmitting values and norms is the fourth educational goal.

Differences between educators

Differences in norms, values and culture are a given. It is good to be aware of this and to work together to find clear standards for the children. They need clarity and consistent boundaries. Attention is paid to this in work consultations and in the further training of pedagogical staff and in communication with parents.

Values and standards of the daycare center

Important values for us are:

- Show respect for each other
- Being able to be yourself
- Togetherness
- Being able to express emotions
- Finding solutions together
- Show interest in each other
- Accepting differences
- Play together and share together.

We try to make these values visible in our customs, rituals and rules.

The most important rules for the children are:

- Don't hurt each other
- Do not disturb others in their play
- Don't take away, but ask
- Don't break things
- **Simple manners (good morning; sorry; may I...).**

Celebrating parties

Ample attention is paid to the birthdays of children and educational staff. Furthermore, festivals such as Easter,

Christmas, Sinterklaas and anniversaries are celebrated.

Contact with the environment

Where possible, there are contacts with the environment. Consider neighborhood outings with the handcart or shopping for groceries in the shopping center with a few children.

Values and standards: Interaction between pedagogical employee and child:

- - The pedagogical staff have an important influence on the development of these values and standards. Their reactions not only provide direction and correction to children's behavior, but are also copied by children in their own behavior to other children or adults. Respect gives space to others and therefore offers opportunities for making agreements with each other.
- - The pedagogical employee sets a good example by paying attention to her language use.
- - The pedagogical employee looks neat and is recognizable by the company clothing.
- - The pedagogical employee shows respect by calling the child by name, listening and letting the child finish talking and talking about the child respectfully.
- - Every child needs an individual approach. The younger the child, the shorter his memory for what is not allowed.
- - If the child does not listen after a number of warnings, there are different ways to respond. By distracting, showing disapproval through body language, looking angry and through the sound of the voice.
- - There is no hitting or shouting. The pedagogical employee also sets a good example. The conflict is discussed and, if necessary, the toys that are being 'fought' over are removed. In extreme cases, the child is put aside for a while. After a few minutes, the child is allowed to play again, after the educational staff member has talked about it with the child for a while

Values and standards: The indoor and outdoor space:

- - Respect for materials, don't break things
- - The room and surroundings are kept clean and tidy.

Values and norms: The group:

- Don't talk negatively about each other
- Address each other closely
- Asking each other things and thanking each other
- Show interest and appreciation for personal expressions of faith

Values and standards: Activities:

- These values emerge in the development of social competences as well as in the attention to emotional safety.
- When the food is put on the table, we wait for each other before eating. Rituals indicate the beginning and end of the meal.

- The rule is that children wash their hands after urinating and before eating.

Cleaning up is a joint activity, which is easier. The toys are handled with care. The pedagogical employee explains why this is expected of the child.

Values and standards: Game materials:

- No war toys.
- Offer game materials from other cultures.
- Responding to children's interest in 'fads' of the toy market.
- Choice of quality and brand; Better to be a little more expensive than a toy that breaks easily.
- Toys are easy to keep clean and machine washable.

#### 4.5 Mentor

Each child has their own mentor. This is one of the permanent pedagogical staff members of your child's group. She monitors your child very specifically, is the point of contact for you as a parent and ensures the well-being of your child. You can always speak to your mentor when she is present or make an appointment for consultation. The mentor ensures that other pedagogical staff are aware of agreements he/she makes with you, such as sleeping habits and what your child can/cannot eat. If your child changes groups, extra attention will be paid to this new situation for the child. Because we believe it is important that a good bond is created between the mentor, the parent(s) and the child, we will try to keep the change of mentor to a minimum. During the intake interview, the parents and the child are announced which professional is the child's mentor. Information about the mentor is also always easy to see via the parent portal. The mentor at least invites the parents for a chat after the baby observation, the transition from the toddler to the toddler group and the last toddler relay/transfer to primary education. And more often if necessary. Of course, parents can always request a meeting with the mentor!

#### 4.6 Core groups and the familiar faces criterion

A child aged up to 1 year will be assigned a maximum of two “**familiar faces**” or pedagogical staff members, at least one of these two pedagogical staff members is always working when the child attends daycare. If the size of the core group requires the presence of more than two pedagogical staff members, a maximum of 3 “**familiar faces**” or pedagogical staff members may be assigned to the baby. In addition to the familiar face, other pedagogical employees can be present. The 'familiar faces requirement' does not apply to children with flexible days. During the intake interview and via the parent portal, it is discussed with the parents which group the child belongs to and who the mentor is, and which professionals are assigned to the relevant group on which day. A maximum of 3 professionals are assigned to a child aged 1 year or older, of which at least 1 professional works per day in the child's primary group.

The familiar faces criterion



From July 1, 2023, holders may temporarily deploy a professional other than a “familiar face” employee. This is allowed if a familiar face is ill, on leave or on holiday. In those situations, the holder may use another professional instead of the permanent employee. The holder must then meet a number of conditions:

- **a child may be assigned a maximum of 2 or 3 familiar faces** according to the familiar faces criterion;
- **there is no other familiar face** available that can be used as a replacement;
- **the permanent employee who is absent due to illness, holiday or leave may not be absent for more than 4 consecutive weeks;**
- **when deploying another professional, the emotional safety and stability of the child is guaranteed by always** deploying an employee from the same location. This employee has seen the child at the location before and the child has probably also seen the employee more often. First preference is given to an employee of a parallel group who is familiar with the age and daily rhythm and usually also with the children. The employee ensures that, if possible, he requests information in advance from the pedagogical employee who will be absent. If this is not possible, for example in the event of an unexpected illness, the employee will retrieve child information from the system and actively request information from parents. Any employees from the parallel groups, who often know the child better by opening and closing together, can also be a source of information. In addition, the replacement employee will spend extra time observing the child's behavior and habits. The replacement employee will be deployed as much as possible for the entire period (maximum four weeks) and on as many of the required days as possible. The branch manager provides support, as does the pedagogical coach. When planning employees' holidays, the starting point always remains that there must be a familiar face present every day!

Daycare takes place in core groups, each group has its own group area. A child is cared for in 1 core group and uses a maximum of two different core group areas during the week. The requirement for care in 1 main group does not apply:

- if children leave the core group during activities as described in the pedagogical work plan.
- for a child who uses day care on days that vary per week.
- if, with prior written permission from the parents, the child is cared for in one group other than the regular group for a pre-agreed period.

#### Core groups

Childcare takes place in core groups. A core group is a permanent group with its own group space. A child uses a maximum of two different group rooms per week.

#### Leaving the core group

During certain activities, children can leave the core group. At HappyKids, for example, the core group is left while playing outside or during an outing, or an activity for only the oldest toddlers. Short-term visits (less than 1.5 hours) to a new group when a child is practicing to make the switch between groups is also an activity outside the main group. At these times, the pedagogical staff keep a close eye on the well-being of all children. It may also happen that a pedagogical employee offers an activity to a group of children who need an extra challenge or who want to play a quiet game in an adjacent room. We monitor the added value of this 'outing' for each child

individually and for the group as a whole. We consciously look at what the child indicates. In addition, as part of the working method, groups are cared for together at the beginning and end of the day. Toddlers who no longer sleep can be combined from multiple groups when the other children are sleeping, in order to offer a suitable activity.

On Wednesdays and Fridays, certain groups are cared for together with a permanent pedagogical employee from each group. During the intake interview, parents are informed about the group rooms in which the children stay and the pedagogical staff present.

In some situations it is necessary to merge core groups within your own location, for example during holidays or on days with a structurally lower occupancy (as described above) groups can be merged.

The basic principles here are:

- Each child has a permanent group with associated permanent pedagogical staff.
- Each child is linked to a maximum of 3 pedagogical staff members.
- When merging groups, the age structure and professional-child ratio are followed.
- In addition to his/her own core group, each child uses a maximum of 1 other core group.
- Parents are informed during the intake interview about the collaboration with the second core group and are asked for permission once.

#### 4.7 Training requirements and requirements for the deployment of students and employees in training

Professionals have appropriate training for the work. The deployment of professionals in training and interns takes place, if applicable, in accordance with the conditions included in the most recent collective labor agreement for childcare and collective labor agreement for welfare and social services.

When determining the deployment of training professionals and trainees, the training phase they are currently in is taken into account. We are regularly supported by interns in the group. They follow the PW-3, PW-4 or welfare assistance training. The interns provide support in carrying out activities, but have no final responsibility. There are also employees who follow a work/learning program (BBL), these employees are given more and more responsibilities during the training. The BPV plan specifies when an employee follows a work/learning program and when interns are deployed in accordance with the requirements as described in the childcare collective labor agreement. Under the supervision of the pedagogical employees, interns and employees in training (BBL) carry out activities that pedagogical employees of this group have within their duties, of course based on the capabilities and development of that intern or employee in training (BBL). The certified pedagogical employee remains ultimately responsible. There is room to have daily progress discussions with the supervising pedagogical staff, to monitor and evaluate progress, and to assess the activities carried out. One can think of; carrying out a play activity or development-oriented activity, supervising free play, providing meals and snacks, correcting children, reporting observations or the daily handover, contacts with parents, maintaining the attendance list, etc. In groups other than your own group interns are only deployed on a redundant basis, or BBL students are deployed on the basis of the employability statement that the practical supervisor and the school have jointly

agreed upon.

#### 4.8 Pedagogical policy officer and pedagogical coach

As of January 1, 2019, every childcare organization is obliged to appoint a pedagogical coach. This position requires an HBO training as a pedagogical policy officer and/or pedagogical coach.

The pedagogical policy officer has additional training in drawing up and implementing pedagogical policy. Per location (LRK number) 50 hours are reserved annually, which can be freely distributed over the total number of locations. HappyKids employs two pedagogical policy officers.

The pedagogical coach is responsible for coaching each pedagogical employee for at least ten hours per year with full-time employment. This can be accomplished in many ways, such as conversations, coaching-on-the-job, and training. HappyKids uses all these forms. HappyKids employs several pedagogical coaches.

From January 1, 2022, it is mandatory to provide additional coaching to the relevant groups for children with a VE (preschool) indication. This coaching should increase the quality of the pedagogical staff's actions and the quality of the VE policy.

This involves 10 hours of coaching per child per year, which amounts to approximately fifteen minutes per week (40 weeks). The hours are determined on the basis of a reference date (January 1). These hours are in **addition to the hours for "normal" coaching.**

The aim of VE coaching is to increase the quality of the VE program.

The coach does this by:

- \* working with a VE program
- \* stimulating the development of the young child, especially in the areas of language, arithmetic, motor skills and social-emotional development
- \* monitoring the development of toddlers and tailoring an offer to that development
- \* involving parents in stimulating children's development
- \* shaping the connection between preschool and early childhood education (primary school) and a careful transfer of the child.

And specifically in the context of VE coaching through:

- **Increasing parental involvement**

- Coaching pedagogical staff in working with the VE method
- 'Being an example' to pedagogical staff in the groups by working with the children
- Monitoring individual and group goals
- When necessary, providing training to pedagogical staff (providing action recommendations)
- When necessary, participating in adjusting policy regarding VE (together with the policy officer)

The emphasis varies per VE location, depending on the expertise of the team and the children/parents.



## 5. PHYSICAL SAFETY, HEALTH AND NUTRITION

### 5.1 Security Policy

Physical safety is of great importance to HappyKids. Unsafe situations will be resolved as soon as possible. A risk assessment is carried out annually at daycare centers. We meet all legal requirements for safety and fire safety. HappyKids works with a safety and health policy plan for identifying risks in the field of safety and health. This safety policy plan is available to employees (including employees in training), trainees, volunteers and parents via the parent portal, or can be requested at any time from one of the managers.

#### Safety versus challenge?

Children develop quickly, are curious and explore. They see no danger. The pedagogical employee practices safe behavior with the children. Children cannot keep to all agreements at once and a lot of repetition is therefore necessary. Yet we cannot always protect children; there must also be challenges and learning moments. We do try to reduce the risks of injury to an acceptable minimum.

#### Accidents and calamities

The pedagogical staff at each location are in most cases trained as in-house emergency responders. HappyKids provides a first aid course for young children for all employees, with an annual refresher course. Each location has its own evacuation plan, which is practiced annually.

## 5.2 Hygiene and health policy

Invisible risks caused by micro-organisms in the indoor and outdoor environment are also examined annually. We ensure that all information is brought to our attention annually by means of an annual calendar. Daily hygiene receives a lot of attention. We follow the very extensive guidelines provided by the GGD for personal hygiene, nutrition and cleaning. Staff members and children wash their hands before eating and after every visit to the toilet. The toilets are cleaned daily. After every meal floors are swept and, if necessary, mopped. The group management ensures that toys, dress-up items, dolls and cuddly toys are cleaned regularly.

## 5.3 Sickness policy

If the child is ill, he/she cannot come to daycare until the symptoms have disappeared and the child has been fever-free for at least 12 hours. In case of other guidelines from the RIVM, we follow those guidelines. The group leaders do not have the opportunity to give the sick child the extra attention it needs. The professionals will ask parents to keep their child at home if the child is not feeling well, groggy and ill (diarrhea, fever, contagious disease). If this is discovered at the day care center, the parents will be called with the request to have it collected.

The GGD provides childcare with guidelines for dealing with sick children and whether or not to keep sick children out. Parents receive oral and written information about the illness policy during the intake, so that they are prepared for the fact that their child must be picked up or cannot come in the following cases:

- If the child is too ill to participate in the day program;
- If the care is too intensive for the pedagogical staff;
- If the child endangers the health of other children.

## Medicine dispensing and medical treatment

The staff do not administer medication to the children. Medicines, such as painkillers and fever suppressants (paracetamol), are not administered at HappyKids. An exception may be:

- Administering cough syrup
- Administering homeopathic remedies
- Administering medications in connection with completing a course of antibiotics
- Applying ointments
- Masking up eyes

- Puffing in children with respiratory diseases
- Administering ADHD medications

The parent must always give written permission for these medications to be administered. A special form is available for this purpose from the employees of all groups. On this form, parents can indicate which medications the child should take and also the time of administration. After this information has been completed, the form can be handed over to the employees after signing.

More information can be found in our safety and health policy.

#### 5.4 Vaccinations

The vast majority of children in Haarlemmermeer participate in the national vaccination program. The coverage ratio within Haarlemmermeer is therefore high and the chance of contamination is small. This applies to the diseases against which the DPTP (diphtheria, whooping cough, tetanus, polio) shot provides protection. Children over 14 months are also invited to receive the MMR (measles, mumps, rubella) vaccination. Children under the age of 14 months are therefore not yet protected against these MMR diseases by vaccination.

We ask you to let the daycare center know whether your child has been/will be vaccinated according to the national vaccination program. However, you are not obliged to do so. We use this data (always without linking names, of course) to inform the GGD in a timely manner in the event of an outbreak about any unvaccinated children and thus prevent further spread. We will record whether and to what extent your child has been vaccinated if you provide this information.

We follow the guidelines for childcare from the RIVM for policy regarding vaccinations and everything related to it. Any changes to these guidelines will therefore mean a change in our policy.

If child abuse is suspected, the guidelines of the 'Reporting code for suspected child abuse and domestic violence' are followed.



## 6. OTHER INFORMATION

### 6.1 Support within the daycare center

Growing up, raising and developing involves trial and error. With every child. But some children need extra care. Identifying special features in children's development or other problems starts with watching and listening to children and their parents. By paying close attention to the children every day, we gain insight into how the child is developing. Pedagogical staff in childcare have an important role in identifying and providing appropriate support.

In addition to the pedagogical training that our pedagogical staff have completed, in which this subject is discussed, they receive additional training in the areas of identifying special features in the development of children or other problems, noticeable behavior and referral. The pedagogical staff are therefore well able to identify problems and striking behavior and, if necessary, refer parents and children to appropriate agencies within the care network of which HappyKids is a part, so that they receive the help/support they need in a timely manner.

HappyKids has a good collaboration with Het CJG/Alert 4 you, which offers pedagogical staff support and



guidance on request and in an accessible manner, together with the branch manager.

The pedagogical staff discuss the development and well-being of the children in team meetings. This is put on the agenda in advance, so that the pedagogical staff can prepare for this. They exchange information and agree on a clear approach. Questions, concerns or problems will be discussed with the branch manager as soon as possible. Because the branch manager regularly monitors the groups, questions, concerns or problems are discussed at an early stage and an approach is agreed. If desired, the help (guidance) of Alert4you can be requested. Alert 4 you brings parenting expertise to childcare:

- Support for early detection: accessible monitoring and thinking about how to approach children who stand out, 'coaching on the job'.
- Practical tips and advice that are in line with the daily practice of childcare.
- Accessible, short-term and quickly deployable support for pedagogical staff who have concerns about a child's development.
- Thinking about discussions with parents about difficult topics.
- Thinking about routes to be followed if you have concerns about a child: who to inform, what to refer to and how.

Alert4you consists of experienced orthopedagogical staff from Medical Orthopedagogical Center 't Kabouterhuis who work intensively with network partners such as JGZ, Early Aid "**vroeghulp**" Loket and the CJG. In this way, childcare and youth care work together optimally with the aim of being involved early, so that parents and children receive the help they need in a timely manner.

Questions, concerns or problems will be discussed as soon as possible. If child abuse is suspected, the guidelines of the 'Reporting Code for Child Abuse and Domestic Violence' are followed.

Once every six months, a GGD employee visits the daycare center or playgroup via the child health clinic. Cases are discussed here (anonymously). An Alert 4 You employee may be present. In certain situations, parents are asked whether they would appreciate the child or a specific situation being discussed with the child health clinic. The advantage of this is that the clinic will already have relevant information about the child during a subsequent consultation visit.

Once a year, a speech therapist from Onderwijs Advice holds consultation hours at the daycare center. Parents and pedagogical staff can ask their questions about language-speech development here in an accessible way. It is also possible, in consultation with the parents, to have a speech therapist observe the group. An appointment can then be made between the speech therapist and the parent at the daycare center or playgroup, during which findings are discussed.

If child abuse is suspected, the guidelines of the 'Reporting code for suspected child abuse and domestic violence' are followed.

## 6.2 Structural monitoring of development

- **By paying close attention to the child every day, we gain insight into how the child is developing and how the child feels at the day care center.** Pedagogical staff have a 'picture' of each child and monitor and stimulate their development. This way they can connect with the child's development and encourage him or her to take the next step. Any peculiarities in development are identified and action is taken, as described in chapter 6.1 support within the daycare center.
- **By observing, our pedagogical staff can offer children something extra in certain areas and place emphasis on guidance.** For example, a child needs a little more challenge in motor or creative areas, and some extra attention in language areas. This way we offer tailor-made guidance and we can identify special issues in time.

To monitor and stimulate the development of young children, there is the complete child monitoring system **“Do, Talk, Move and Arithmetic”**. This monitors babies and toddlers' speech/language, social-emotional, motor and arithmetic development. An important tool for educational staff! By using the child monitoring system, pedagogical staff can look at a child's development over a longer period of time. This way, problems in development can be detected early.

The observation lists consist of 8 sub-lists linked to 8 administration moments: namely when the child is 5, 10, 15, 20, 26, 32, 38 and 44 months. The pedagogical employee completes the partial list that is appropriate for the age of the child. If a child scores 'yes' to all or many questions on the sub-list (the child exhibits the relevant behavior), the next sub-list (the next administration moment) can already be completed. If 'no' is indicated a number of times for a child (the child does not exhibit the behavior in question), the pedagogical employee observes the child, makes a report and then discusses this with colleagues and manager. If necessary, an approach for a child can be discussed in consultation with the manager in which the action suggestions can be used to stimulate development. The action suggestions for each assessment moment consist of four parts: development, teacher skills, activities and organization.

Questions, concerns or problems will be discussed as soon as possible.

In any case, the mentor will offer the parents a meeting about the well-being and development of the children at the following times:

- **When transitioning from one age group to another age group**
- **When leaving primary school**

Parents are not obliged to accept the offer for a meeting. We recommend that parents hand over the last form to the primary school. In appropriate cases, HappyKids can also transfer this information to primary education after parents have given permission. The aim is a continuous development line with primary education and after-school care. For children with a VE indication there is always a so-called **“warm transfer”**. **In addition to the child monitoring system, we also transfer additional information for this target group, always after asking permission from the parents, via the form “De kleine Meerwijzer”**

If there are strong suspicions that the toddler will need extra guidance in regular primary education, or that special primary education would be a better fit, we aim to start discussions with parents and the foundation at around the age of 3.5 years. education Haarlemmermeer about the possibilities. This means there is sufficient time to arrive at a suitable school choice together.

The child tracking system of the daycare center can no longer be seen in the portal after switching to the HappyKids BSO. This information is therefore not actively transferred to the BSO. If the employees consider it necessary, they will ask the parents for permission to transfer this information to the BSO. For BSOs other than HappyKids, parents can transfer the information themselves if desired.

### 6.3. Preschool education

All our groups work with the Preschool Education program Uk and Puk. However, the emphasis is on our toddler groups for working with this program. Uk en Puk was initially developed for children to prevent them from falling behind. For example, in social development or with knowledge of the (Dutch) language. It has been shown that children can continue to suffer from this disadvantage throughout their entire school career. The aim of preschool programs is to prevent this disadvantage or to minimize it as much as possible. Preschool programs are varied and challenging, but above all fun: for all children.

#### Uk and Puk

Uk & Puk is a program for children from 0 to 4 years old. The activities stimulate speech and language skills, social-emotional skills, motor and sensory skills and provide the first arithmetic stimuli. All this is done in a playful manner. Because at Uk & Puk it is not about teaching and learning, but about actively playing and discovering. What children love to do most!

The pedagogical staff are in possession of a certificate for working with this method.

The program takes into account the differences in (language) development within the group. This makes the program not only suitable for toddlers who need extra support, but also provides language-proficient toddlers with sufficient challenge.

In our toddler group you will encounter doll 'Puk'. The doll has the role of an intermediary between the pedagogical staff and the children. The children are involved in an activity through Puk. Puk can also help the children talk to the pedagogical staff and other children in a pleasant way.

Uk & Puk consists of 10 themes. All themes come from the direct experiences of young children and take place in the here and now. The order of the themes is planned in an annual plan.

Themes you may encounter are: Welcome Puk!, Hatsjoe!, Me and my family, What are you wearing today?, Rain, This is me!, Enjoy your meal!, Giants and gnomes, Oof, how warm!

During each theme, parents are encouraged to do similar activities within the theme at home. The staff prepares a thematic letter for this purpose and also advises the parents verbally. Uk and Puk at home are also used for this.

#### Method Uk and Puk

Puk activities are carried out every day at fixed times. This happens in all groups of babies, toddlers and toddlers. There are special baby activities for the babies, such an activity is repeated throughout the week, it is always an activity in which sensorimotor skills (sensory experience) are central. Books are also looked at every day. You can also clearly see the theme in the babies' room.

A challenging thematic play-learning environment is set up in the group room for toddlers and preschoolers. There is a theme corner and a theme table, there are word cards and a special theme poster, booklets about the theme are read aloud and even the craft activities fit within the theme.

The aim of all these activities is to stimulate the broad development of all children.

On average, 1 PUK activity is done with the toddlers per week and at least 2 different PUK activities are done with the toddlers. By maintaining our participation lists, we ensure that all children participate in an activity.

We work with themes of approximately 8 weeks, so that there is plenty of room for seasonal activities and activities associated with the holidays. The Puk activities are carried out at fixed times if possible, according to the theme planning. Puk activities last an average of 10 minutes, so there is sufficient time and space for children's own initiatives during the day.



HappyKids also cares for children with a VE indication. As of January 1, 2019, the times for children with a VE indication are 08:30 - 12:30. Children with a VE indication come to HappyKids 4 times a week. The total range of VE for these children is 960 hours in 1.5 years.

Shaping the preschool educational offering.

HappyKids works with the NJI-approved VE method "Uk en Puk". We offer a theme per period (usually between two school holidays). The employees plan which activities are offered at what time. Activities are offered every day. Activities are aimed at one or more development areas and can be offered in the small group, the entire

group or individually. A tutor is available for 1 hour per week for the VE children. This HBO tutor coordinates the provision for each child by using a drawn up, personal action plan. The tutor or pedagogical employee works extra with the child through pre-teaching and reteaching, among other things.

VE spots are available for children aged 2.5 years and older, but the entire group works with the program, so children aged two can also participate in the offer.

The offer for children with an indication for preschool education is designed in such a way that a child can receive at least 960 hours of preschool education in a year and a half from the day he or she turns two and a half years old (60 weeks with 16 hours of preschool education offered). These 60 weeks are the school weeks as determined for primary education in the North region, and the offer consists of four half-days of 4 hours per week.

**Peuterstappen: results-oriented work with Uk and Puk**

Children develop in different ways and at different paces. One of the principles at Uk & Puk is therefore that the employee connects with the child when carrying out the activities. During the toddler period, the activities involved work on the goals as stated in the SLO goals.

Toddler steps focuses on cognitive (language and arithmetic), social-emotional and motor skills based on the four D's: data, interpretation, goals, doing. The aim is to refine goals that must be achieved in group activities. So that all children are properly involved in the activities. It is a cyclical process in which the existing range of activities is adapted based on collected and analyzed information about children. The information can serve as a starting point for a possible action plan, in which a clear and purposeful path is followed.

The PMs of the toddler groups work specifically on the development goals.

**Language requirement F3 qualification**

All pedagogical staff in the toddler groups are qualified at language level 3F, in accordance with the quality requirements of the municipality.

**Child tracking system**

In all toddler groups where children with a VE indication are placed, all children are monitored using the child monitoring system **“Doing, talking, moving and calculating”**. **With the data from the child monitoring system, the tutor can make a personal plan for the children with a VE indication.** , and test whether our actions have an effect. The results of the child monitoring system will be discussed with you during personal conversations. The results of children with a VE indication will also be transferred to primary education.

**Take care of your child**

The staff play an important role in your child's development. They meet peers in a challenging environment that is completely tailored to them. The children are guided and supported by pedagogical staff who are trained and expert in monitoring their development. We work together with other institutions (such as child health clinic, CJG, Kabouterhuis and primary school, etc.), which ensures a closed network around guidance and ongoing development.

The pedagogical employee observes the children every day, allowing her to monitor the child's broad development and behavior. Fortunately, most children's development is going well, but sometimes there are signals that lead to questions, doubts or concerns. We are then talking about a request for help from care children.

The child monitoring system forms the basis on which the pedagogical employee can identify striking behavior and developmental delays in the context of early detection. If a pedagogical employee has concerns about development, behavior or the home situation, it is important that the right steps are taken and that there is always, right from the start and continuously communicated with the parents. The parent is primarily responsible.

This care is also discussed internally with the care coordinator. There is also a tutor connected to the group, who provides extra guidance (pre-teaching) especially for children with VE eligibility.

If additional support is needed, parents will be referred to a care provider. The collaboration with other institutions, such as the child health clinic, with CJG or the primary school, ensures a broad network around guidance and ongoing development. See also the document 'care in the preschool period')

Stimulating the development of the young child, especially in the areas of language, arithmetic, motor skills and social-emotional development.

**The “Uk and “Puk” method offers a structured approach for the** development of these areas. The goal of each activity is described and to which development area it applies. There are also in-depth activities for children who could use a little more challenge.

Monitoring the development of toddlers and adapting the early childhood education offering accordingly.

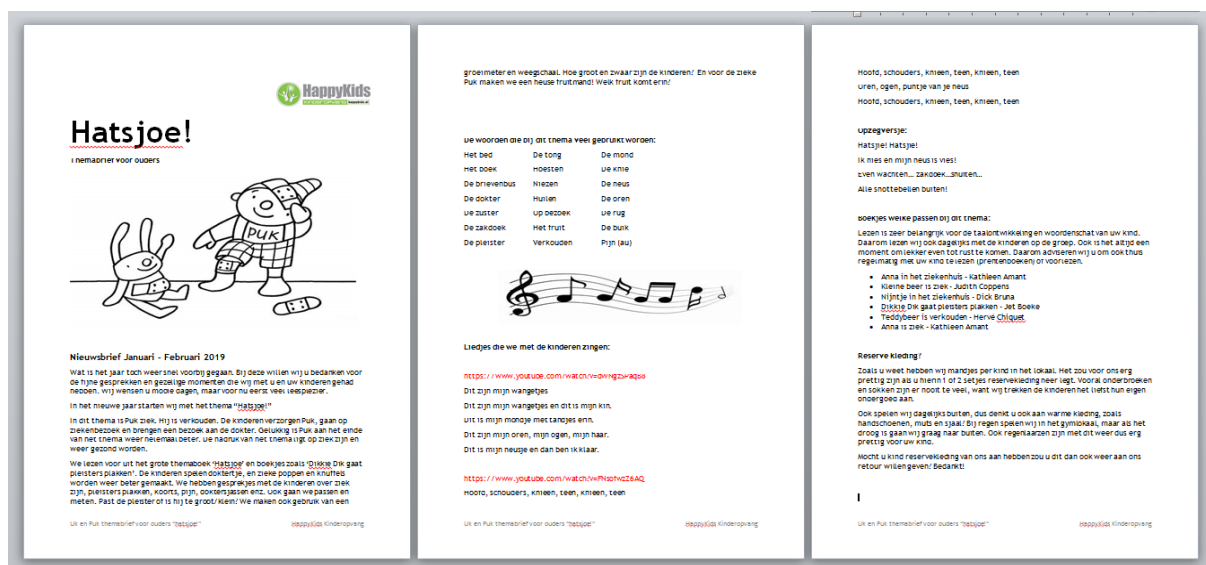
All participation in activities is recorded. The educational assistant and the tutor regularly make notes about the development they see in the children. These notes include the areas of language, arithmetic, motor skills and social-emotional development.

All children are observed so that we can closely monitor their development. Based on the findings, the offer for the group or the individual child is adjusted.

Every child with a VE indication has a personal plan that records what the child needs to take the next step. The tutor is responsible for this personal plan and coordinates its implementation by himself or herself and the pedagogical staff.

Involving parents in stimulating children's development.

Parents of VE children receive an offer per theme to take home. By also offering activities at home within the theme and repeating the words, there is an optimal offer for the toddler. Each theme has a theme letter (from the “Uk and Puk at home” method) and additional material such as a small talking board, suggestions for songs via YouTube, games and a glossary. Parents are also expected to attend the theme meetings and the parent-child drop-in. The pedagogical staff is committed to involving all parents as much as possible in their part in the development.



Fragment from a theme letter for the Uk en Puk programme

Appropriately furnishing the space in which preschool education is provided and making appropriate material available for preschool education.

The starting point for the design of the room is the independence of the toddlers. Doing as much as possible yourself offers opportunities for development and encourages language development. The locations with VE have extra development-oriented material. Together with the pedagogical coach/trainer and the tutor, it is determined which materials will be purchased. The different areas of development and the level of the group at that time and the individual children are taken into account. Before each theme, the group's decoration is considered, so that everything looks attractive and invites you to play. Well-considered picture books and reading books are also purchased per theme.

The space itself is divided into corners, such as a home corner, a reading corner, and a construction corner. For each theme, the pedagogical staff have also been given a budget to spend freely on, for example, decorating the room, purchasing reading books related to the theme, and small materials for activities based on the method. This way they do not have to consult each time for every small purchase.

The house corner and the shop

The house corner and the shop are the designated places for free role play. Due to the way the toddler group is built, the area for the home corner can be easily separated from the rest of the activities, so that the toddlers can play without being disturbed and without disturbing others. The design takes into account the interests and developmental needs of the toddlers. There is varied and stimulating material (dolls, beds, kitchen, pots and pans) available that looks well cared for and challenges the toddlers. The basic equipment consists of neutral elements that can be used in any game and with which toddlers can create different play situations. All furniture is toddler size. In addition to the basic elements, there are also attributes that support and stimulate toddlers in their role play. The used items are cleaned up by the children themselves after use.

The reading corner

In the reading corner, children will find books with text, picture books, magazines, newspapers, and everything related to letters and writing. Even though the children cannot yet read themselves, they do learn a lot from **handling books and enjoy "reading"** a picture book that the educational staff member has read to them. **"Pretending" stimulates the need to want to read.**

The theme table and theme corner

For each theme, a theme table is prepared and a theme corner is set up, so that the children are encouraged to replay what they hear and see during the Uk and Puk activities. To illustrate this, think of a dressing up corner with fancy dress clothes and a full-length mirror for the theme 'What am I wearing today'.

Shaping a continuous learning and development line from preschool to early school and after-school care.

**By using the "Uk and Puk" method, the pedagogical staff and the tutor work deliberately towards the goals per development area from the NJI.**

When your child is getting used to primary school, HappyKids will be flexible with drop-off and pick-up times. If your child is getting used to it on a day when he/she normally goes to HappyKids, it is of course no problem to take him/her to HappyKids afterwards or before.



If your child is registered with the HappyKids BSO, we will arrange an adjustment moment at the BSO if you as a parent need it.

#### Warm transfer

When transferring to primary school, there is always a warm (personal) transfer for the VE children, using the **Haarlemmermeers form “de kleine Meerwijzer” and the results from the child monitoring system.**

#### 6.4 Continuous line

HappyKids believes it is important that all toddlers get off to a good start at primary school. To ensure proper coordination between childcare and primary education, a final observation is completed in the child monitoring system at the age of 3 years and 8 months. This covers all areas of development. The employee describes per development area whether there are any special features. This transfer is discussed with the parents/guardians. After their permission, this can be transferred to the primary school of their choice and/or the after-school care of their choice. Of course, parents are also free to hand over the form to the primary school or after-school care center themselves. An adjustment moment is provided (only within the term of the agreement) by HappyKids in consultation with the parents. If the parents wish a warm transfer from the KDV to the HappyKids BSO, this is of course always possible.

The school has a duty of care for children who enter regular primary education. This means, among other things, that they must draw up an "educational perspective plan" for children who are concerned about attending primary school. This states, for example, what extra support the child needs to get along well. To do this properly, information can be requested from the childcare center. The data stored in the child tracking system is invaluable in determining the options at primary school. Parents must give permission for this transfer of information. Ideally, the OOP is drawn up before the transition to primary education. The "Central Coordination Point" (CCP) of appropriate education guides childcare in this process.

With the consent of the parents, knowledge about the child's development is transferred to the school during the child's transition to primary education and to out-of-school care during the child's transition to out-of-school care.

Children with an indication for preschool education are always transferred to the primary school by means of a warm transfer. This is included in the placement agreement. For a transfer of the data to a possible BSO, the parents are free to choose whether or not to do this.

#### 6.5 Daily schedule

HappyKids opening hours are from 7:30 AM to 6:30 PM. The toddler group (playgroup) is open from 8:30 am to 12:30 pm.

At HappyKids we work according to a (certain) daily rhythm. The daily rhythm serves as a guideline for the day. It is intended as a regular routine for children and educational staff to ensure that all children eat, drink, visit the toilet, are changed and sleep on time and that there is sufficient time for free play and/or group activities.

In the baby group, the baby's own rhythm is adhered to as much as possible with regard to feeding, sleeping and changing. As soon as the baby gets a little older, we work towards the daily rhythm that applies in the toddler and toddler group.

#### Babies' daily rhythm

Depending on the age structure, the number of children cared for in a group per day varies up to a maximum of 12. The exact number varies per location. The drop-off and pick-up times are until 9:30 AM and from 4:00 PM. Parents are encouraged to bring their child before 9:30 am.

It is pleasant for the pedagogical staff and the other children in the group if they are disturbed as little as possible outside the fixed pick-up and drop-off times. If a parent wishes to deviate from these times, i.e. drop off later or pick up earlier, this will be discussed with the pedagogical staff.

For the baby group we follow the rhythm of the baby as much as possible, we look at what the needs are and at what time. From the age of about 10 months, the almost-toddlers are slowly prepared for the rhythm of the toddler group.

The almost-toddlers generally follow the following rhythm:

07.30 - 09.15 drop off, free play

9:15 changing

09.30 - 10.15 wash hands, sing songs, eat fruit, drink.

10.15 - 11.15 time to play, sleep, creative activities and Puk activity.

11.15 change

11.30 wash hands, sing songs, eat bread and drink,

12.00 - 12.45 free play

12.45 - 13.00 reading aloud

1:00 PM - 3:00 PM In general, the babies sleep during this period

3:00 PM - 3:30 PM changing, dressing, at the table

3:30 PM - 4:00 PM Singing songs, eating yogurt and crackers, drinking

Pick up 4:00 PM - 6:30 PM, play freely, play with development materials at the table or in a small group.

Around 5.30 pm there is another drinking moment for the children who are still there.

We see mealtimes as social moments in which we also teach the children something in a playful way. For example, we peel fruit at the table, so that children can also see what a whole banana looks like or what different colors of apples there are. We also spread bread at the table. We teach the children to choose for themselves and to politely ask for the next sandwich. Drinks are also poured at the table.

#### Daily rhythm for toddlers 1-2,5

Depending on the age structure, the number of children cared for in a group per day varies up to a maximum of 16. The drop-off and pick-up times are until 9:30 am and from 4:00 pm. Parents are encouraged to bring their child before 9:30 am.

It is pleasant for the pedagogical staff and the group if they are disturbed as little as possible outside the fixed pick-up and drop-off times. If a parent wishes to deviate from these times, i.e. drop off later or pick up earlier, this will be discussed with the pedagogical staff.

07.30 - 09.15 bring, free play and targeted activities at the table

9:15 changing

09.30 - 10.15 wash hands, sing songs, eat fruit, drink.

10.15 - 11.15 time to play indoors or outdoors, creative activities and Puk activity.

11.15 change, clean up together

11.30 wash hands, sing songs, eat bread and drink,

12.00 - 12.45 free play

12.45 - 13.00 reading for all children. (including reading from Puk's Kneebook)

1:00 PM - 3:00 PM Generally the toddlers sleep or rest during this period

3:00 PM - 3:30 PM changing, dressing, at the table

3:30 PM - 4:00 PM Singing songs, eating yogurt and crackers, drinking

4:00 PM - 6:30 PM pick up, free play and activities such as playing outside / playing with development materials at the table or in a small group.

Around 5.30 pm there is another drinking moment for the children who are still there.

We see mealtimes as social moments in which we also teach the children something in a playful way. For example, we peel fruit at the table, so that children can also see what a whole banana looks like or what different colors of apples there are. We also spread bread at the table. We teach the children to choose for themselves and to politely ask for their next sandwich. Drinks are also poured at the table.

#### Daily rhythm for toddlers

Depending on the age structure, the number of children cared for in a group per day varies up to a maximum of 16. The drop-off and pick-up times are until 9:30 am and from 4:00 pm. Parents are encouraged to bring their child before 9:00 am so that we can start circle time on time and all children can participate.

It is pleasant for the pedagogical staff and the group if they are disturbed as little as possible outside the fixed pick-up and drop-off times. If a parent wishes to deviate from these times, i.e. drop off later or pick up earlier, this will be discussed with the pedagogical staff.

07.30 - 09.15 bring, free play and targeted activities at the table

08.30 the children who come for the VE are brought

9:15 big circle (Puk activity)

09.30 - 10.15 visit the toilet / change, wash hands, sing songs, eat fruit, drink.

10.15 - 11.15 time to play indoors or outdoors, creative activities and Puk activity (individually or in groups)

11.15 - 12.00 visit the toilet / change, clean up together, wash hands, sing songs, eat sandwiches and drink milk,

12:30 the children who come for the VE are picked up

12.00 - 12.45 free play

12.45 - 13.00 undress before the children go to sleep

Read aloud to all the children around 1 p.m. (including reading from Puk's Kneebook)

1:00 PM - 3:00 PM sleep or play, quiet activities with the pedagogical staff member.

between 1:00 PM and 3:00 PM an (Uk and Puk or other development-oriented) activity for the awake toddlers.

3:00 PM - 3:30 PM going to the toilet/changing clothes, getting dressed, at the table

3:30 PM - 4:00 PM Singing songs, eating yogurt and crackers, drinking

4.30 pm toilet visit

4:00 PM - 6:30 PM pick up, free play and activities such as playing outside / playing with development materials

5.30 pm drinking time, for the children who are still there.

Parents of toddlers may indicate if they would rather not have their child sleep anymore, or if they would like their child to sleep for a shorter period of time. Our starting point is to respond to this. However, only the pedagogical staff can make a well-considered decision on the day itself, based on observations of the child, about what the child needs on that day and at that time. Sometimes a child is therefore put to bed or they let the child sleep longer. At the end of the day, the pedagogical staff will explain to the parent why they made this choice.

We see mealtimes as social moments in which we also teach the children something in a playful way. For example, we peel fruit at the table, so that children can also see what a whole banana looks like or what different colors of apples there are. We also spread bread at the table. We teach the children to choose for themselves and to politely ask for their next sandwich. Drinks are also poured at the table. This is often linked to counting/color games (how many cups?) or recognizing the different colors of the cups (which color cup do you want?).

6.6 Deviation from BKR (professional-child ratio)

Below you will find the information that forms the basis of our actions with regard to the BKR (professional worker-child ratio). Small deviations from what is stated below are possible per location; you can find this information in the location-specific information (the work plan) of the location.

How many professionals are deployed per group:

Baby group (2-12 months): 1 pedagogical employee per 3 babies. There are baby groups with a maximum of 9 or a maximum of 12 babies.

Toddler group: (12-30 months): There are toddler groups with a maximum of 16 children. 1 PM may care for 1-6 toddlers, 2 PM may care for 7-11 toddlers and 3 PM may care for 12-16 toddlers.

Toddler group: There are toddler groups with a maximum of 16 toddlers, 1 PM may care for 1-8 toddlers and 2 PM may care for 9-16 toddlers.

Vertical group: Maximum 12 children (including 3 babies) with 3 PM. Depending on the exact ages, the use of PM may differ per day.

For all groups, depending on the number of children actually present, the number of pedagogical staff may differ, whereby at least the minimum required number of PM is always deployed.

Shifts of the pedagogical staff

At all HappyKids KDV locations, standard shifts are 9 hours a day, including a 30-minute lunch break. Possible services are:

7:30 AM - 4:30 PM

8am-5pm

8:30 AM - 5:30 PM

9am-6pm

9:30 AM - 6:30 PM

Playgroups work from 8:30 am to 12:30 pm.

The break times for employees at the KDV are usually between 1:30 PM and 2:30 PM.

Examples:

A vertical group works with 3 pedagogical employees. This is the only group at the location. Standard services are a service from 07:30, 08:30 and 09:30. In a situation where it appears that many children are dropped off and picked up late on Thursdays, for example, the branch manager can adjust the schedule for Thursdays to shifts of 7:30 AM, 9:00 AM and 9:30 AM, to ensure that there is longer time at the end of the day. two employees are present.

In a situation where two age groups (for example two toddler groups) open and close together, a 07.30 and a 9.00 service is scheduled for one group and an 08.00 and a 09.30 service for the other group. In this way, the distribution of familiar faces is most favorable for the children per group. Here too, deviations can be made if the situation with drop-off and pick-up times requires it.

At a VE group (both PSZ and KDV) there are always 2 employees present between 8:30 AM and 12:30 PM.

There are not exactly enough staff members in the group all day long for the number of children present. For example, when the employees are on a break. This is not necessary, the law provides that the BKR (professional-child ratio) may be deviated from for a certain period of time. A maximum of three hours per full day may be deviated from the BKR. At times when the group opens and closes and there are (only) few children present, there will be no deviation, even if there is only 1 employee present. Deviations only occur when the number of children that the employee present is allowed to care for is exceeded. Typically this is shortly before the next shift starts or shortly after a shift ends. Because there is already 1 hour deviation every day during breaks, a maximum of two hours deviation is allowed at other times. Sometimes this is only a few minutes, but it can also be longer. As long as the deviating hours in addition to the lunch breaks do not exceed 2 hours in total, the law is complied with.

The deviation is monitored by registering the arrival and departure times of the children in the Konnect attendance system. This way, the GGD inspector can check randomly whether there are any deviations. The branch manager also uses the registration to see whether changes to the schedule are necessary, or perhaps even whether a service needs to be extended for a specific group on certain days. After consultation, an employee will then structurally work fifteen minutes or half an hour longer on a certain day, for example, because many children are usually dropped off early, but also picked up late. If the situation changes over time, it can be changed again.

Deviations are therefore possible shortly before the next shift starts or shortly after a shift has ended. By choosing to allow the deviation (risk of, because we never know exactly when children will be dropped off and picked up) to take place at these times, when the children are in a free play situation, the pedagogical employee or employees who are present, there is still enough time to properly guide the group. Most children play independently or together and usually only require supervision and some adjustment and guidance here and there. If care is needed, such as a clean diaper, or if a child needs comfort, there is an opportunity for this because the other children play freely. This way, the PM or the PMers can meet the needs of the children. And so, during fixed care moments, circle activities or meal times, for example, when we want to pay extra attention to 1-on-1 contact with the children, no deviation is made.

During the deviation, the deployed employees ensure that no other tasks (such as household tasks) are carried out, unless they are strictly necessary and cannot wait (for example if there has been a spill of water and the floor needs to be wiped dry for safety). They are mainly available for the children at this time.

Depending on the situation in the groups (in case of multiple groups of the same age), the pedagogical staff, at times when they are alone in the group, may decide to merge the groups earlier or later or to split them up earlier or later. Pedagogical staff assess for themselves what the best choice is for the groups at that moment. A baby group with 1 PM where another baby wants a bottle will benefit from merging so that another PM is available for the remaining children. Deviations may still occur, but pedagogical staff can better respond to the needs of the children by merging.

At times of deviation, at least half of the required professionals are deployed based on the number of children present. If this means that if only 1 person is working during that period of deviation, another adult must be present, such as a manager or someone from the office.

At the daycare center there is no deviation from the BKR between 07:30 and 08:30, between 09:30 and 13:30, between 14:30 and 16:30 and finally between 17:30 and 18:30. Due to the shorter opening hours, the playgroup does not deviate from the BKR at all.

Groups will also be regularly combined on days when there is an underutilization of child places in one or more groups. These mergers can only take place if the maximum number of children for that age group and the professional-child ratio are not exceeded and care can take place in a pedagogically responsible manner, in other words, the well-being of the children must not be compromised. In this way, joint care can last a whole day. In structural situations, parents will be informed of this in a timely manner. In an unforeseen situation (in case of illness, for example), we will communicate this verbally, via a placard on the door or by means of a message via the parent portal.

If there is an odd number of employees at the location, it is not always possible to deploy at least 50% of the employees during the hours that are deviated from. In that case, the manager or a substitute employee will provide a replacement or another suitable solution will be agreed with the employee(s) so that the BKR and the deviation from the BKR are maintained as described in the policy. The agreed arrangements are then described in the schedule for that day.

#### 6.7 The four-eye principle

The four-eye principle means that someone must always be able to watch or listen, based on the starting points below. The four-eye principle is the basis for safety in childcare for parties to the agreement. When implementing the four-eye principle, the childcare center must take into account the predictability in which pedagogical employees are alone in the group or at the location.

The parties' starting points are below:

- The implementation of the four-eyes principle must be pedagogically responsible and commercially feasible.
- The manner in which this is implemented must be included in the pedagogical policy plan.
- Parents and parent committees are informed annually about the implementation of the four eyes principle at the location.
- Below are the measures that HappyKids has taken to implement the four-eyes principle in a responsible manner:
  - We strive for an open, professional working environment where the threshold for addressing each other about certain behaviors at work is as low as possible. The work plans describe how we interact with the children. If a colleague does not adhere to this, we will speak to each other about it. During the group consultation, pedagogical staff provide feedback to each other. Both feedback about things that are going well, but also about things that are not going so well. This means that we remain critical of each other.
  - We always check references during an application procedure.
  - Enough staff is monitored daily and adjustments are made where necessary
  - There is a high presence of managers who quickly pick up signals and act. (The managers are also attention

officers. They are the first point of contact for the pedagogical staff for questions regarding suspicions of abuse.)

- HappyKids does not use volunteers or temporary workers. Only substitute workers with an employment contract are deployed.

- HappyKids has structurally ensured that there is transparency within the childcare centers. Each group has many windows and glass in the doors, so that the pedagogical staff have a good view of each other and each other's groups.

- Redundant efforts, as an extra pair of eyes, of pedagogical employees in training.

- At small locations, modern audiovisual equipment can be used if necessary.

- All (daycare) groups have a baby monitor. In addition to checking how the children are doing in the bedroom, this baby monitor is also a check for the pedagogical staff present in the bedroom.

- **In the further training of pedagogical staff, attention is regularly paid to the “protocol for code of conduct on sexuality”, the “protocol for undesirable behavior”, the “step-by-step plan for suspected child abuse”, and the “reporting code for child abuse”, and the implementation of the four-eyes principle.**

- Employees and children are not allowed to paint or tape the windows completely closed.

#### 6.8 The register of persons for childcare and other persons within the location.

To provide additional support to the pedagogical employee, another adult may be present in the daycare center. In principle we do not use volunteers. Other adults who regularly return to the location (e.g. hairdresser, dance teacher or music teacher), like all our employees, must submit a Certificate of Good Conduct before starting their activities with us. We make an exception for, for example, a parent or grandparent who comes to read or help with an activity. Another adult will always be under the supervision of a pedagogical employee and/or act on behalf of a pedagogical employee, coordinator or branch manager.

From March 1, 2018, everyone who lives or works in a place where children are cared for must register in the childcare register. This way, the government can continuously screen permanent and temporary employees. Registering and linking (to a childcare organization) are conditions for being allowed to work in childcare. With the aim of safer childcare.

Who must register with the personal register as an employee of HappyKids?

- directors and owners of the childcare organization
- permanent and temporary employees
- administrative staff with access to children's data
- temporary workers, interns, volunteers and self-employed persons
- everyone who is structurally present during reception hours

#### 6.9 Adjustment policy and purchasing extra days, exchange

Once you have opted for HappyKids childcare, you will be called by a pedagogical employee of the group



approximately one month prior to your child's first placement day to discuss the latest matters. First of all, an intake interview will take place, in which we will receive information about your child so that we can get to know your child a little and also provide you with specific information about the group. It is also indicated in which group your child has been placed, which pedagogical staff are present on which day and who your child's mentor is. We advise you to let your child use the daycare for a shorter period of time the first few times, so that he or she can get used to it quietly. However, the adjustment period does fall within the term of the contract.

The transition to the next group is also discussed with the parents. In the weeks prior to the transition to the next group, the child will, if there is room for this in the new group, get to know the new pedagogical staff and the children in the group. For short adjustment moments (less than 1.5 hours) it is not necessary for the new group to have a spot available, these short adjustment or trial moments are always allowed. Trial moments are seen as an "activity outside the main group" (Source: support portal for supervision of childcare quality from GGD GHOR Netherlands). For longer trial moments (longer than 1.5 hours), it is necessary that there is a free place in the new group. An adjustment moment could be, for example, playing outside with the new group, or participating in a snack moment. We strive to allow a child to get used to as many different moments as possible. Some children need longer, we take that into account. The parents will be informed of the trial moments and will be invited to the 'transitional meeting' in which 1 pedagogical employee from the old group will take a seat and 1 pedagogical employee from the new group. The child's progress and habits are discussed together with the parents.

The children who move on to the next group will, if occupancy permits, at least get used to the following moments:

- Trial moment 1: 09:00-11:00
- Trial moment 2: 11:00 – 16:00
- Trial moment 3: delivery – 1:00 PM
- Trial moment 4: 11:00 - pick up
- If this is not possible within the occupancy of the new group, the children will take a maximum of 1.5 hours to get used to it.

For locations that are located in a primary school, the following also applies: For children who need to get used to school, we can take the children to class and pick them up. It is important that parents give explicit (written) permission for these moments when the responsibility for the child lies with the school and not with HappyKids.

Getting used to the BSO: We offer children who go to a HappyKids BSO at the same location as the KDV the opportunity to get used to the BSO. These are short visits of maximum 1.5 hours and are also seen as an activity outside the core group. We drop off and pick up the children.

If your child occasionally wants to use the childcare for an extra day, you can indicate this to the pedagogical staff of the group. This is possible if the maximum group size allows this. In principle, incidental care takes place within one's own group. If the parent requests temporary extra care while their own group has reached the maximum group size, we can, if desired, accommodate your child in another group (if there is room available).

If you wish to use extra care as the above mentioned, we will request written permission in advance, which will also confirm the duration of this temporary care.

If you want to exchange a day, you can do so, provided certain conditions are met. These conditions are stated on the parent portal, parents should take note of them before submitting an exchange request. Our locations are closed during national holidays, these days cannot be exchanged.

#### 6.10 Parent portal and parent communication

At HappyKids, the pedagogical staff work with the parent portal (KidsKonnnect) for all children. Parents will find here: newsletters, photos and the digital notebook. The daily rhythm is also visible to the babies on a timeline with icons. In addition, parents can easily report absence and possibly request an exchange or request for extra days. At least once a week, but usually more often, a small piece about your child's experiences at day care is typed into the notebook. Nice for later and fun for the parents to read quietly at home, but also very useful! We therefore ask parents to occasionally put something in the portal themselves. For children who are in the adjustment period and children who need extra guidance, writing will be done more and more often.

At HappyKids, contact between parents and group leaders is very important. We attach great importance to a short handover when picking up and dropping off the children. If a pedagogical employee wants to talk to other parents, we ask you to wait until she has time for you. It probably won't take long and the pedagogical employee may have a question or something to tell you.

#### 6.11 Parent evenings

Parent evenings are offered through the CJG, for which parents can register. The different themes will be announced by email.

#### 6.12 TV and video

There are a lot of playmates at a daycare center. That is why we strive to use television as little as possible. There are of course exceptions. Watching a short DVD or a thematic TV program once fits our policy.

#### 6.13 Reading aloud

Reading is done every day, at least before going to sleep. Even the older children don't sleeping participate in this. Reading aloud is a pleasant way to spend time together at other times of the day. Children can also indicate that they want to be read to.

Reading is important and that is why we want to introduce children to books at an early age.

The Uk and PUK methods have their own books that are part of the themes. In addition, we supplement each theme with a fixed list of reading books. These are exhibited on the theme table in the group, children can also read them themselves under supervision, or they can ask the pedagogical staff member to read them to them.

All groups also have a reading corner with books that children can "read" independently without direct

supervision. This way they learn how to handle books and have fun looking at the pictures. They learn about what letters, words and sentences look like.

The baby groups also occasionally read aloud and of course there are also books there for the children to play with. The value for development is also taken into account here, so we offer black and white books to the smallest children.

Word cards are visible in the toddler groups, so that children can link a word to an object.

Our employees are also happy to tell parents more about the possibilities at the libraries in Haarlemmermeer.

#### 6.14 Cuddly toys and pacifiers, toys

Each child may bring their own cuddly toy and pacifier. The pacifier is used as little as possible, preferably only while sleeping. If a child is very sad, the pacifier is offered. The same applies to the hug. We prefer not to see toys from home at the daycare center. There are plenty of toys and we like to see children playing with each other with an interactive game.

Of course, a child can show a birthday or Sinterklaas gift if he or she likes it. HappyKids is not responsible for toys that are lost or broken.

#### 6.15 Subsidized toddler care

At locations where we place children with a VE indication, we also offer subsidized places for children aged 2 and parents whose parents are not entitled to childcare allowance, for example because they do not both work. Parents then pay an income-related contribution for childcare, and the rest is subsidized by the municipality of Haarlemmermeer. Such a placement is for 2 x 3 hours per week, from 8:30 am to 11:30 am. We **ask you for income information and a statement "not entitled to childcare allowance"**. For more information about the locations and registration, please contact the managers.

#### 6.16 Playing outside

Playing outside is healthy, and children learn a lot from it. We strive to play outside every day with the toddler and toddler groups, wearing the right clothing for the time of year. We take the age of the children and the outside temperature into account. The outdoor space offers space for motor development and room for discoveries and experiments. The outdoor area is adjacent to the children's center and is always closed during use. Playground equipment and materials meet the legal requirements for safety.

In warm weather, water activities are offered, including swimming pools. Children are always supervised and wear at least pants.

#### 6.17 Liability

Every child care center has to deal with it: an accident that happens to a child. On the square, in the group room, on the road. These are all situations that concern the duty of care we have for our children.

A childcare center has a duty of care with regard to the health and safety of the children. We are responsible for adequate supervision. That responsibility depends on a number of things: the age of the child, the nature of

the childcare, the nature of the activities and the mood prior to the incident. Supervising is therefore part of the childcare's duty of care and this entails responsibilities.

If there is damage and the childcare center can be blamed for a breach of duty of care, there is possible liability. In principle, a childcare center is not liable for the actions of the children. The legislator places the responsibility for this on the parental or legal representatives of the child. These can privately insure themselves against this. In the event of damage to childcare property caused by a student, parents may be held liable for the costs.

Accidents may occur during childcare, resulting in physical injury, which cannot be attributed to unlawful conduct and therefore do not have to be compensated by the childcare provider. For all other cases, accident insurance has been taken out by HappyKids.

Insured are all persons involved in activities in and around childcare during their stay, or during other activities in an educational context, during the time that they are under the supervision of staff (in the broadest sense of the word) of the insured childcare. The required travel time for coming and going directly to the activity is also insured. And only if your own insurance is insufficient.

### 6.18 Baby policy

#### High quality for babies

Babies feel safe and secure in high-quality care. They are also challenged here to explore, move and 'chat' with the educational staff member. Babies in childcare are forming an attachment relationship for the first time with someone other than their parents or primary caregivers. It is very important that they are responded to sensitively and responsively and that this relationship is positive and affective. This creates a secure foundation that is necessary for favorable development. This is also called emotional process quality.

Babies develop very quickly from birth. For example, their motor skills develop from being able to hold their head up to rolling over, crawling and crawling, to walking. Their language development also expands from babbling some sounds to speaking their first words. So specific attention to language, in the form of conversations with babies, singing and reading aloud, and opportunities for discovering and exploring the environment, make an important contribution to broad development. This is also called educational process quality.

#### Where possible, horizontal groups

Observations have shown that staff respond more sensitively to babies in horizontal groups than in vertical groups. Employees also appear to be more focused in their interactions on encouraging exploration and language in babies. Per pedagogical employee, 3 babies may be cared for in the group.

#### Attention for babies

The common thread of the baby policy is being attentive. By watching and listening carefully to babies, we get to know them and know what they need. This allows us to respond to what they need at that moment. We meet the need for physical contact. For example, we cuddle babies a lot so that they feel who we are and let them know that they can be there.

#### Proximity and a safe feeling

Every baby naturally seeks closeness and protection from others from birth. That's a good thing, because without contact with a parent or caregiver the newborn will not survive: it is an innate survival strategy. A child seeks closeness to his parent(s) or caregiver to share pleasure, find protection, recharge, learn and channel feelings. For example, when stressed, a child feels the tendency to seek contact to regulate the negative tension. If a child structurally experiences that seeking closeness produces the desired response, he experiences security in the relationship. A child needs that safe feeling to enter into relationships and to trust themselves and the outside world

We create peace for the babies by being available and close to the babies. This way they feel safe to explore, knowing that there is help if they need it.

#### Carrying and lifting babies

Basic affirmative carrying is a way of lifting that is more comfortable for the baby than traditional lifting (for example by grabbing it under the armpits and removing it from a rocking chair). Basic affirmative carrying provides good support for the pelvis and head. This is better for the back. Every baby needs security and trust. By supporting the base, a baby feels safer. He/she can then follow the movement better. The baby cannot overstretch in this way either. In addition, basic affirmative carrying is a safe way of lifting for the pedagogical employee.

#### Sensitivity and responsiveness

A child needs to be seen, heard and understood. It is therefore important that a pedagogical employee picks up verbal and non-verbal signals from the baby and is 'sensitive' to them. The pedagogical employee must also respond to these signals and therefore adopt a 'responsive' attitude. When this interaction works well, trust is built. This way, a baby knows that he/she can go to the pedagogical worker if he/she is hungry or wants to be comforted.

#### Quiet

We believe a quiet environment is important for babies. As far as possible, we try to keep the room quiet and uncluttered and do not put too many toys in the playpen at the same time. Babies need to rest occasionally to recover from all the impressions. We can provide rest and stimulation at the same time, for example by placing the baby in a high playpen in front of the window. Agreements between employees are also important; the baby group is not a place for much 'traffic' between pedagogical staff and staff from other groups. Consultations take place elsewhere. This way, doors do not open and close constantly and there are no more stimuli than necessary. There is no radio on, and any music played is always for the babies.

#### Care

**We use changing and feeding as contact moments. We laugh and talk to the baby: "So, I'm going to put a clean diaper on you." We pay attention to signals and name what we see in the baby: "Well, that was a loud noise!".** We match the pace of babies and give them time to respond. This is how entire 'conversations' arise. While changing or dressing, we play short games, if the child likes this. Such as 'peekaboo' with a cloth, gently tickling, **singing a song with gestures. Through regular "rotating changing" we also let the baby practice on the stomach and there is time for personal contact during changing moments. Rotating changing means that we let the baby turn completely around the axis in steps during 1 changing session, with extra time on the stomach. This "tummy time" is important for the development of all motor skills!**

So we take the time for all the caring actions we do with a young baby. A young baby needs time to process all touches and movements and care is a moment of one-on-one attention. Eye contact and language are very important; we look at the baby and tell him/her aloud what we are doing.

#### Feeding

For babies up to one year old, we follow the parents' instructions as much as possible for feeding. Infants are given breast milk or formula. Giving a bottle is an intimate moment for baby and adult. To ensure that a baby can relax during feeding, we try to take as much time as possible. There are comfortable sofas and armchairs in each baby group.

When a child is older and ready for it, we provide a vegetable snack, fruit snack, bread crusts, etc. We do this at a time that suits the daily rhythm of the group.

We do not have fixed times for bottle feeding, babies receive their food when necessary. We are also flexible with the first bites, but slowly work towards a rhythm.

#### To cry

There are two reasons why babies cry. One reason is to indicate a need or inconvenience. Maybe they're hungry, bored, cold, or just want to be held. Sometimes it's hard to figure out what they need. The role of parents is to try to fulfill babies' needs as quickly and as accurately as possible. Babies cannot be "spoiled". It is impossible to give them too much love, attention, or physical contact.

The other reason why babies cry is sometimes less well understood. Many babies continue to cry even after all their basic needs have been met, and even when being held. It can last for several hours a day. Babies become confused as they try to understand the world, and they quickly become overstimulated. In addition, they feel frustrated when trying to learn new skills and communicate. All these things cause stress that is stored in the body.

Fortunately, they can overcome the effects of stress through the natural healing mechanism of crying.

Research has shown that people of all ages benefit from a good cry, and tears help restore the body's chemical balance after stress. A three-month-old baby may need a good cry after a family gathering where he has been picked up by many unfamiliar people. A six-month-old baby who has been trying to crawl forward all day but can only do so backwards may need to express his frustrations at the end of the day by crying and fussing before he can fall asleep peacefully. In these examples, crying is not the pain itself, it is the process of becoming pain-free.

When a baby cries, something is wrong. That's why we try to respond quickly to crying. This is how babies learn that they can count on us. Just like at home, it happens to us that a baby cries a lot without us understanding why. Naturally, we will then consult with the parents about how this is going at home and what we can do.

Sometimes it helps to provide structure so that a baby knows what is going to happen.

That is why we never let babies 'cry it out'. If a baby is still restless after basic needs have been met, it makes sense to hold him lovingly and let him continue to cry. This provides babies with the necessary support while they release tension.

#### To sleep

We adhere to the rules of Safe Sleep: we put young babies to sleep on their backs in a sleeping bag. We use a baby monitor. We also check in between whether everything is still in order with sleeping babies. Some babies have difficulty falling asleep, in which case there is a "dependent sleep association". The baby then needs help from the adult to fall asleep. We then look for a solution in consultation with parents. Building the dependent sleep association step by step, until the baby can fall asleep independently. Structure and a sleep ritual can help. All babies have their own bed so that they always sleep in a familiar place. The youngest are also allowed

to fall asleep in the group room itself, for example in a hanging cradle. We do not provide sleeping aids such as swaddles, puckerbaby or weighted sleeping bag, unless parents request this and give express written permission. Parents then provide the aid from home.

The sleeping areas are dark and well ventilated and we monitor the temperature.

#### Baby carrier

A baby carrier is a useful tool to keep a child close. The adult has his hands free. However, mobility is more limited and that makes a baby carrier not ideal for a pedagogical employee who also cares for other children. We therefore use a baby carrier at the request of the parents, but always with a view to phasing it out and only if the situation in the group also allows its use.

#### To move

By moving, babies exercise their bodies and at the same time get to know themselves and the world around them. To give babies the space to do this, when they are a little older, we let them play on the floor as much as possible. Here they can roll, crawl and pull themselves up. All groups have places where babies can play. Pedagogical staff try to encourage the children to try something. For example, by tying a colorful scarf to the box, the baby who is ready will try to pull himself up on the box to grab it.

From the moment a baby can crawl, we let the baby play freely on the floor as much as possible.

#### To play

Through playing, a baby discovers its own body and learns to use its senses.

A baby must be able to grasp the play material and put it in his mouth in order to discover it optimally. For babies, every time they hold a toy or utensil is a moment of exploration. We give them the time to do that. Once they get tired of it, they will naturally let it go and look for something else.

For young children and also for babies, normal utensils are the most beautiful and interesting materials to play with. Consider wipes, containers or cups. Material that you can hold, view from all sides and that you can put in your mouth. We offer these regularly. We take into account a diverse range of shapes, structures, sounds and smells.

Pedagogical staff look closely at the baby to discover where the baby's interest lies at that moment. For example, if the baby is busy putting something in and taking something out, we offer more cups, bowls and small items. If the baby is busy making sounds by tapping things together, we offer toys made of different materials so that the sounds are different. If the baby is rolling, we offer material that rolls. If we notice that the baby is interested in the structure of materials, we offer soft, hard objects made of different materials. And so on!

We allow older babies to spend as much playtime as possible on the floor with other children. This promotes motor and social development.

The Puk method also offers (sensorimotor and language) activities.

#### To sit

It is often thought that a child can sit if it no longer falls over when put down. However, we only speak of sitting when a child can sit down from the stomach position. Only if this is the case can a child sit in a high chair for a meal.

In addition, it is advisable not to let babies sit in a high chair or stroller for more than two hours a day, for example. We therefore keep the moments as short as possible.

#### Other children

Babies belong to the group of children. Many babies visibly enjoy other children. They look attentively, laugh, make sounds, touch each other, imitate each other, etc. We pay attention to these contacts and support them.

#### Monitor development

Our pedagogical staff observes all day long. This way they see what the child wants, what the child can do and what they can offer to comfort the child or help it develop. The digital child monitoring system records what a child can or cannot do yet. This way, any delays in development are quickly noticed and properly mapped out. And the pedagogical staff can better determine which developments they can use to further stimulate the child.

#### Uk and Puk

Uk en Puk is a method with fun activities to stimulate the broad development of a child. Small activities have also been included for babies. For example, looking in a mirror together or feeling objects with different textures. The babies are also introduced to Puk, the friend who will also experience many adventures with them in the toddler and toddler groups.

#### Music

The repetition and set sequences that come with listening to songs help children master the sound patterns of language. Offering melodies, children's songs and rhythms to which you can clap, sing or hum are indispensable in early language support. There are also small instruments with which babies can experiment with sound and melody.

#### Outwards

All locations have the opportunity to be outside or go outside with the babies. However, this does not happen every day. When the weather is nice, there is the opportunity for older babies to play outside for a while with the toddlers. The first few times a pedagogical staff member from the baby group will accompany you, so that the baby can get used to it quietly.

#### Layout of rooms

The group has a rug and large play mats where the children can lie safely and where there is enough space for pedagogical staff to sit, lie with the babies and play together. From the boxes the baby can see the group or look outside. Lighting is dimmable where possible, so that extra peace can be created in the group room. The colors are calm and the floor is made of PVC with a wood look.

#### Transition to the toddler group

This is quite a step. Usually the babies have already gone out to play with their own pedagogical staff member and the toddlers, or have already visited together. Then they will also take some time to get used to it. Depending on how that goes, additional adjustments may be required. Parents are offered a transition meeting during which development is also discussed based on observations and experiences of the pedagogical staff with the child.

#### Collaboration with parents

We try to coordinate the care and guidance of a baby with the situation at home wherever possible. Quality of



the contact with parents is therefore important. That is why we briefly consult with parents during drop-off and pick-up. We also send photos and information regarding how the day went via the parent portal. Parents of babies can also call at any time during the day to see how their child is doing.

Questions or remarks?

The pedagogical staff will be happy to help you!

## 6.20 Diversity and inclusion

### **We're all different**

#### **What is diversity?**

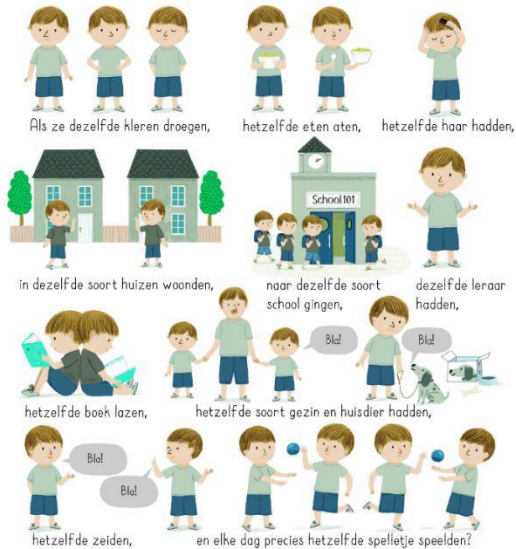
When we talk about diversity, we often immediately think of skin color, culture or religion. Sometimes also to the country of origin and mother tongue. But diversity is much more than that. Diversity is about all the people in the world, with all the differences between those people. And that means that sexual orientation, family situation, disability, age and gender also apply to diversity. In practice, by diversity we actually mean all (different) characteristics of you as a person!

#### **What is inclusion?**

Inclusion is the next concept that is often mentioned side by side with diversity. The entire society which includes childcare must be inclusive. But what exactly does that mean? Inclusion is about how you deal with all that diversity, all those different characteristics and different people. Just seeing those characteristics and differences is not enough. Inclusion is about allowing everyone to actually participate, to participate in decisions and therefore to really be a part of it, with everything that belongs to that person.

## Wat is diversiteit?

Zou het niet saai zijn als iedereen precies hetzelfde was?



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The group as a society in miniature

Childcare is the first place where children have to deal with mutual differences. A group of people is like a miniature society. Children practice living and playing together from an early age, together with children who are all different. Every child has their own story, background, talent, home language and family composition. The challenge of our work is to see and hear every child. We also want to teach the children to deal with those differences between people. From that attitude, we learn new things every day. Pedagogical staff are experts in raising children in a group setting. They consciously work every day to raise and develop the children. By establishing a policy for inclusivity, we ensure that parents know what to expect and that everyone uses the same working method. However, this policy is a document that can be adjusted based on current events and insights.

You can learn together

It is important for a pleasant coexistence that a child feels welcome and safe. We work on a positive and relaxed group atmosphere, and pay attention to materials that are recognizable. The space must be a place where every child feels at home and recognizes something of who he/she is. From that safety, children can explore the world and enter into meaningful relationships with others. Children learn from each other in a playful way. They experience what they have in common and what makes them different. This gives children the space to explore their place in the world. Everyone in their own way and at their own pace. And where necessary, we supervise the interaction between the children.

Role models

Children learn a lot by watching. They see how people around them interact with each other and with situations. This means that children learn from how educational staff behave and what they say, think or



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radiate. Pedagogical staff are role models. They can show that every child belongs and that there is respect for the different backgrounds of the children.

In addition to the Christian holidays that we have in the Netherlands, we also pay attention to other religious festivals that are part of the culture and religion of many of the families that visit our care. Depending on the children present at that time, the holidays are celebrated, with the necessary explanation. In this way, all children discover different cultures and beliefs. Examples of non-Western holidays that are paid attention at our locations are Diwali (festival of lights), Aid-el Fitr (ramadan festival or Eid al-Fitr), Chinese New Year, and Keti-Koti. Attention is paid to all mentioned holidays, in the form of decorations for the group, play materials such as fancy dress, conversations with children, reading stories, dancing and singing and food. Parents are very welcome to think along, participate and provide materials (to borrow) that we can offer to the group.

Pedagogical staff play a major exemplary role in demonstrating empathy. By showing and mentioning that they feel empathy in situations of sadness or conflict, or joy, they teach children to do this too. Empathy is important for inclusivity. The more we can empathize, the more we feel connected to that other person and are willing to help each other. It is naturally easier to empathize with someone who is a lot like you. Our pedagogical staff have the task of always making an effort to empathize with all children who visit our care center and their parents, but also, equally important, with colleagues!

#### language and multilingualism

It may be that a child in care does not yet understand or speak our common language, Dutch. And that we don't understand the child's language. This is not immediately a problem for young children, because they often communicate in other ways (such as crying or pointing). But once a child learns to speak, the use of language is the most important means of communication. Not understanding each other can be very annoying for the child and result in a feeling of insecurity. Recognizing a child's home language and using it in the care can have a positive influence on the child's well-being, self-confidence and identity development. This way, we



show that we respect the home language and culture and the fact that the child has already learned important and valuable skills in the home language. Supporting the home language can also stimulate the development of Dutch, because the child's general language skills improve. By making explicit connections between Dutch and the home language, a child can use the linguistic knowledge he or she already has when learning Dutch. The home language is the foundation for learning the Dutch language. Good language development of the child in the home language has a positive effect on Dutch language development. Children who grow up speaking Dutch at home also experience the benefits of multilingualism in the group. They discover and develop language awareness and a positive attitude towards other languages. This helps them learn other languages.

Dutch is the main language in our care. If a child does not yet have (sufficient) proficiency in the Dutch language, we offer the safety to practice the language and increase vocabulary. We give the child

space to express themselves in the home language and try to understand what the child is saying. We then give Dutch words to this. We support our own actions with Dutch language: we name what we see, what we do and what we are going to do. We also support children to communicate with each other, even if they do not (yet) speak the same language. We give words to what we see and what we think a child means. And ask if this is correct. We also try to make children aware of the fact that not everyone speaks the same language and that there are different ways of communicating. That we can help each other to use the same language, so that we understand each other. We encourage children to behave respectfully towards each other.

Our staff are welcome to present books in other languages, read them aloud (for example by a parent who speaks the language well) and name words, such as the fruit we eat or saying good morning.

It is important that pedagogical staff are fully aware that the degree of language says nothing about the child's cognitive abilities. There is a lurking risk that we expect too little from the child. By becoming aware of the above, we can ensure that we optimally stimulate development.

#### Children with special needs

Every child is different: every child has their own needs, character and talents. Some children have specific needs due to an illness, physical disability, behavior or developmental delay. Often, with some extra space, effort and adjustments, they can simply participate in the group and develop within their own capabilities. Our staff help the child progress, with every big or small step.



Children with specific needs can request additional knowledge and skills from the pedagogical employee, but they do not have to be an additional burden in the group. Drawing up clear rules and making clear agreements can help with this. Dealing with the specific need is then included in the routine.

We think it is important that every child feels safe in the group. The well-being of every child, enjoyment of play and pride in oneself provide us with important information for our pedagogical actions. Every child has their own talents, even the child with specific needs. It is especially important for this child to emphasize these talents. After all, specific needs are only one part of the child.

How do we show this in our pedagogical actions? We offer every child safety and security. We tailor our pedagogical actions to the developmental needs of each child. Some children require more of our pedagogical skills than others. For example, more patience, explanation, structure, space to be different or show different behavior. It's not about looking at what's wrong with the child; it is about how you, as a pedagogical employee, can tailor your approach and guidance to what the child needs to develop. What does the child need extra support for? We watch and listen to the child's behavior and discover how we can support him. An open and honest conversation with the parent about a child's specific needs is important: true partnership in education, being on the same page, can be extra valuable for this child. Parents can give you new insights into the child's behavior.

Children quickly notice if a child is different in some respect or behaves differently from other children. They ask questions, they point or look. They do this to understand the world around them, usually without

judgement. They are curious. We answer these questions or respond to children's responses, appropriate to the child's development. And, if necessary, make agreements about how the children can help each other. Every child has their own talents and every child can mean something to someone else. This is an advantage of forming a group together. In addition to the differences, there are also similarities between children. Particularly for children with specific needs, it is important to look at the similarities with other children in the group. This strengthens the group feeling, the sense of belonging, and contributes to a positive group climate.

Every child is different and every group is different. The composition of the group, size of the location, qualities of the pedagogical staff, collaboration with external parties: it is slightly different everywhere. This may mean that one child with specific needs can function well in one group, while the provision for another group cannot be sufficiently tailored to the child's developmental needs. Or it may be that the emotional safety of the child itself or of the other children in a certain group cannot be sufficiently guaranteed. We continue to look at what we can offer the child and try to do everything we can to meet the child's developmental needs as best as possible. But we are also honest with ourselves and with parents/guardians if things don't work out.

More information can be found in the HappyKids care protocol (in Dutch)

Inclusivity at daycare: what do we do?

- We ensure that every child feels safe.
- We offer every child some recognition of the home situation.
- We grant every child every opportunity and make no distinction in the approach to boys and girls.
- We introduce them to different cultures and family structures, for example through books or music from different cultures.
- We take into account the child's home language and habits and customs in the home situation.
- We have an open, interested attitude towards parents. We have conversations with parents about our pedagogical ideas and their view on parenting.

Family composition

Families come in all shapes and sizes. Families with a mum and dad, single-parent families, families with two mums or dads, families with step- or foster parents, brothers, sisters, step-siblings. Sometimes grandparents also raise children, or aunts and uncles.

We consciously emphasize that all family forms are okay and we use the same terms that parents and children use. That is important, because for children the stepdad is sometimes just the daddy. By using the same words we offer the child safety.

We warmly welcome all people who play a major role in upbringing, for example at information evenings (including stepparents, grandparents).

A family wall can be found in many groups, where there are photos of the family (but also the dog, aunt or grandmother if the child wants that) of each child. Children like to see something familiar reflected in the group

and to be able to look at their family members. Employees encourage children to talk about the photos. This way, children experience that their family is welcome at HappyKids; there is a place for them at HappyKids.



#### Income

1 in 10 children live in poverty, where poverty means that there is no money to participate in sports or social outings, for example. Poverty therefore has a major impact on a child's life. Our pedagogical staff are well aware that time at daycare may be the only external activity available to a child. This means that we want to offer something meaningful and fun.

Awareness of differences in income also suggests that we give compliments as much as possible based on a child's efforts and experience and not too much on **appearance or possessions: "what nice new clothes you are wearing"**. We will of course respond positively to a comment from the child himself about a new outfit. It is also important that we always have the same expectations of the possibilities of all children.

#### Gender and sex

In our society, we have ideas about boys and girls.

When we think of tough and strong, we quickly think of boys. When kind and caring to girls. The ideas that society has about boys and girls create expectations and ideas that we unconsciously pass on to growing children.

The concept of gender is not about sex, or your gender, but about socio-cultural aspects and influences regarding boys' and girls' behavior. In the eyes of many people, tough behavior will be judged more favorably than gentle behavior in boys. In this way we control identity formation and create inequality between boys and girls.

In order to give boys and girls equal opportunities, we see that more and more attention is paid to the child as an individual, regardless of gender. We can be more aware of the unconscious influence of socio-cultural aspects. It does justice to the diversity that exists between boys and girls, but especially between boys and girls themselves. This requires our pedagogical professionals to play an exemplary role who is gentle in looking at boys and girls and does not assign behavior to a sex on the basis of gender. A child is more than just his sex or the gender expectations that come with it. Children have the right to diversity regardless of whether it is attributed to boys' or girls' behavior. They are naturally curious and want to learn and discover. They ultimately end up in a rapidly changing world full of diversity where they have to find a place and be who they are.

#### Gender conscious

We don't want to neutralize being a tough guy, caring guy, sweet girl or rough girl. We are aware of socio-cultural influences in order to be able to respond to them. We strive to only affirm in a positive way that boys and girls can be there in any form. Without conscious (or unconscious) influence by the environment on how a child should behave.

**Pedagogical staff set the example. They show that everything is “normal” and that everyone is equal and is treated as such. They can engage in group and individual conversations on the subject of gender, sex and preferences.**

#### Employees and diversity



Not only are children and parents different, this also applies to our employees! They also have their own culture, family composition and beliefs, etc. At HappyKids there is room for all employees. We do recognize the importance to a clear working method on which parents and children and of course our team can trust each other. Employees do not have to make the same choices in their private lives. At the daycare center they celebrate religious holidays that they do not celebrate at their own home. Or they pray at home before dinner, but not at HappyKids. We ask our employees to work in accordance with

our policy and to see the added value of this in terms of clarity for parents, children and each other. Professional and private life can therefore coexist well.

**Much of the information in this policy comes from the book “pedagogisch kader kinderopvang; samen verschillend” about diversity in childcare**

#### 6.20 Epilogue

The world of childcare is constantly changing. New developments and changing insights follow each other at a rapid pace. HappyKids follows these processes with great interest. Daycare centers will constantly make decisions regarding adapting and renewing the pedagogical vision on childcare.

