



Pedagogical policy

HappyKids Kinderopvang

After-school care

January 2024



Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Table of contents

Preface

Scope of application

Laws and regulations

Introduction

1. General objective, Vision on after-school care
2. General principles
3. Vision on development and education
 - 3.1 How do we see children?
 - 3.2 How do we see development?
 - 3.3 How do we see parenting?
 - 3.4 How do we work on the pedagogical goals?
4. Pedagogical actions within HappyKids BSOs (concrete the pedagogical goals)
 - 4.1 Providing emotional security
 - 4.2 Developing personal competencies
 - 4.3 Developing social competencies
 - 4.4 The transfer of norms, values and culture
 - 4.5. Mentor
 - 4.6 Interaction with the core group and activities outside the core group
 - 4.7 Training requirements and requirements for students
 - 4.8 Pedagogical policy officer and coach
5. Physical safety, health and nutrition
 - 5.1 The “meldcode”
 - 5.2 Health, diseases and accidents
 - 5.3 Safety
 - 5.4 Furnishings
6. Other information
 - 6.1 Daily schedule
 - 6.2 Furnishings
 - 6.3 Activities within and outside the core group
 - 6.4 Extra days on another group
 - 6.5 Transition from the HappyKids daycare
 - 6.6 The first period at after-school care for four-year-olds
 - 6.7 Transition to the next group
 - 6.8 The older children
 - 6.9 Homework
 - 6.10 Exercise and sports at HappyKids
 - 6.11 Nutrition and exercise
 - 6.12 Correcting children
 - 6.13 House Rules
 - 6.14 Adjustment policy and purchasing an extra day, swap days
 - 6.15 Childcare register of persons
 - 6.16 Parent portal and parent communication
 - 6.17 Information evenings
 - 6.18 Playing outside
 - 6.19 liability
 - 6.20 vacation and study days
 - 6.21 BKR deviation
 - 6.22 Supervision
 - 6.23 Mobile phones
 - 6.24 Organizational structure
 - 6.25 Practical matters for parents
 - 6.26 Diversity and inclusion
 - 6.27 Epilogue

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Preface

To all parents/guardians,

Before you is the policy plan of the after-school care locations of HappyKids Childcare. This policy plan has been compiled with the utmost care. We aim to use this policy plan to make it clear what you can expect from HappyKids childcare, and which pedagogical principles are applied.

Parents and after-school care staff 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. The managers and parent committees of the various locations inform parents about parts of the pedagogical policy. This is presented to parents through newsletters and parent evenings. The draft policy plan has been submitted to the parent committees with the intention of giving them the opportunity to contribute to the development of the definitive content of this policy plan through questions, comments and advice. The plan is on the annual agenda of the consultation between managers and the parent committee.

A policy plan is never finished. New legislation, new experiences and new insights regarding child development and guidance therein are reasons for employees, 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 after reading the policy plan, please speak to the branch manager of your location. She will be happy to assist you!

Hoofddorp,

A.J. Koot
Director of HappyKids Childcare

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 BSO locations where care is offered to children aged 4 years to the end of primary school age, namely:

- BSO 't Arnoldusparkje, Arnolduspark 15, 2132 CR Hoofddorp
- BSO 't Kasteeltje, Hoofdweg 869, 2131 MB Hoofddorp
- BSO de Kaleidoscoop, Hammerskjoldstraat 226-228, 2131 VN Hoofddorp
- BSO de LinQ, Kalslagerring 7, 2151 TA Nieuw Vennepe
- SportBSO@JumpKids, Fandango 15, 2152 SJ Nieuw Vennepe
- BSO Floriande, Bennebroekerweg 802, 2134 AB Hoofddorp
- BSO de Wildenhorst, Sloterweg 301, 1171 VB Badhoevedorp

Laws and regulations

For the establishment and maintenance of out-of-school care, HappyKids is bound by the 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 the 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 the requirements that are at least in accordance with those of the regulatory authorities. We work with a **“safety and health policy plan”** (in Dutch) for this purpose. 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 HappyKids websites and the national childcare register, and are available for inspection at the branches.

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

Introduction

The quality of out-of-school care is largely determined by the pedagogical policy. The NIZW defines pedagogical policy:

“All formal and informal agreements that together provide continuity and uniformity in actions regarding the upbringing and development of children.”

This concerns the actions of the educator, the relationship between child and educator. The core of the work in out-of-school care lies in the relationship between child and pedagogical worker, in the pedagogical interaction with children. It is important to express the pedagogical ideas that the BSO is based on in a pedagogical policy for the following reasons:

- The pedagogical policy provides guidance for pedagogical staff in their daily work with children. It gives 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 our daily interactions with the children.
- It serves as a touchstone for pedagogical action: in daily practice, we work according to 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.

Within HappyKids we work with a "pedagogical policy plan" for the general policy that is applicable to all locations, and also with an additional "pedagogical work plan" with location-specific information. In the latter work plans you will find the elaboration of the policy plan in areas that may differ per location, such as partnerships, contact details of the parent committee, group composition and size, and many other matters. Both plans together can be seen as the entire policy according to which work is done at a location.

1. General objective, vision on out-of-school care

After-school care offers children responsible, reliable and pleasant care outside school hours. Quality is of paramount importance to HappyKids. We want to contribute to the good and healthy development of children in a safe and healthy environment.

The manager is responsible for the quality of the pedagogical policy and provides pedagogical support to employees and parents. The focus is on the well-being of the child who needs a place outside school hours to recover, relax and develop in a homely atmosphere. This can be done in contact with other children, but also alone. In addition, a child must be able to play sports and participate in other activities. After-school care is intended for children between 4 and 12 years old.

The after-school care ensures that children can spend a pleasant time in a relaxed atmosphere in a tailored environment. The child feels safe and secure. The pedagogical staff adapt to the development phase of the individual child and to his functioning in a group setting. The care is located between the home and school situation and offers supplementation in the areas of encounters, development and pedagogical education. We strive for a situation that matches or supplements the situation at home and that is aimed at the child's development into an independent, creative and critical person by learning social and communication skills. Because children at after-school care usually meet each other in groups, it is a place where they learn to interact with each other and gain insight into the effect of their behavior on others. They learn to take others into account, deal with conflicts and stand up for themselves in an assertive way.

Development opportunities are offered and children can develop into individuals who know how to behave socially and communicatively within groups. We have good cooperation with other facilities, such as schools and sports clubs.

The parents naturally remain ultimately responsible for their child and it is therefore necessary to exchange information about the child's development with the parents. Good and regular contact between parents and pedagogical staff is therefore very important.

Parents can expect involvement in the well-being of their child from the pedagogical staff. The pedagogical staff are qualified, knowledgeable and motivated and are therefore able to provide guidance in a responsible manner.

The accommodation is specially designed for children and therefore offers different options than at home. It goes without saying that it is safe and clean.

Several scientific studies (including by Marianne Riksen-Walraven) have shown that it is important for 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 BSO. 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. Ideally, pedagogical staff and children from a group would spend several days a week in the same group composition.

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

This is partly because of the success factor: starting a project together and completing it within a certain time. 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 chooses to place children for at least two days. In this way we try to offer every child the optimal care to stimulate development.

We are regularly supported by interns in the group. They usually follow the PW-3 or training course PW-4. The interns provide support in carrying out activities, but do not have any final accountability. 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 sets out when an employee following a work/learning program may perform certain tasks. The BPV plan can be viewed at the branch. Employees who follow a learning/work program and interns are deployed in accordance with the requirements as described in the childcare collective labor agreement.

2. General principles

After-school care offers children the opportunity to relax and develop in a homely, safe environment, individually and in groups. The pedagogical staff ensure that sufficient time and attention is given to the children.

Out-of-school care offers parents the opportunity to combine care tasks and work tasks and offers the business community the opportunity to employ or retain people who are otherwise unavailable. Out-of-school care must be seen as part of a total of social facilities that support parents in the education of their children.

Out-of-school care is part of society and is at the heart of it, where quality and continuity are guaranteed. The employees ensure a safe and familiar atmosphere in the group and provide sufficient challenge and stimulation. There is focused attention for the development and well-being of each child. **The out-of-school care naturally meets the requirements set in the "Childcare Quality Policy Rules".**

Out-of-school care can take place at three times:

- After school
- During study days
- During holidays

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 provided to promote development to stimulate.

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 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 work well. Parents know their child best. Children's development is therefore related to the quality of reciprocal involvement of parents and children vocational 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 for parents of children with a language deficiency, often expats or immigrants parent meetings that also allow parents to get in touch with each other. Value 6: Childcare actively connected
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 authorities can ask us anything and we will provide support as much as possible.

3. Vision on development and education

3.1 How do we see children?

Children are born with potential and possibilities. They are the builders of themselves and want to be challenged. We are aware of the dependence of children, but we do not want to arrange and complete everything for them. In our vision, the emphasis is on guiding and following children on their own path. We want to respond adequately to what the child needs at a certain stage in order to develop properly. This vision encourages child-oriented viewing and working. We see in children what appeals to them and what does not, what they have a talent for or not.

- **One child is naturally familiar with language. It likes talking, listening and books.**
- **Who doesn't know a child who is great at building and doing puzzles?**
- **Another child likes to color and draw and has good spatial orientation.**
- **There are children who go through life rhythmically and singing.**
- **Then there are the handy tinkerers, who often also excel in exercise.**
- **In every group there is a child who loves all kinds of animals and knows all the differences.**
- **There are children who, from a very young age, feel at home in a group and love company.**
- **Finally, there are also the little thinkers who first consult themselves before they tell you what they think about something.**

Every child has a unique combination of potential talents. In addition, every child has its own character and temperament. The best way to learn something is therefore different for each child. Playing and learning are easy and enjoyable if the natural learning style is not hindered.

To work child-oriented, it is important to be aware of our own upbringing and our own ideas about children. This inner vision (often unconsciously) guides the way in which we deal with the children. The awareness process is stimulated through expertise development and support of the pedagogical staff. In this way we prevent the pedagogical policy on paper from being disconnected from daily practice.

3.2 How do we view development?

In addition to the development of the children's personal talents, there are also general development phases. Each developmental period, as it were, entails a task for the child. Examples of this are learning to talk or learning to deal with conflicts. Learning to master such tasks is important for the later stages of development and the well-being of the child. Every child develops at his or her own pace. It is clear that development and well-being are not separate. We monitor both aspects together with the parents.

A loving and stimulating environment is needed to learn to master the development tasks and develop personal talents. The educators, both parents and pedagogical staff, have specific parenting tasks depending on the age and personality of the child.

3.3 How do we view parenting?

We derive our most important tasks from Marianne Riksen's four pedagogical goals. We want to offer the following to the children entrusted to us:

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Aspects of responsible after-school care

1. Emotional safety

Children are dealt with in a sensitive and responsive manner. There is respect for children's autonomy, limits are set and structure is provided for children's behavior. This is done in a way that children can feel emotionally safe and secure.

By emotional safety we mean: creating a safe base, a “home” where children can relax and feel safe.

We see providing a sense of security as the most important educational goal. If a child feels emotionally safe, this contributes positively to a feeling of well-being. It also forms the basis for the other educational goals. If the child feels safe, he or she can open up to what is happening around him and there is room for personal or social development.

A number of things are important in order to provide emotional security.

First and foremost: permanent and sensitive pedagogical staff. With familiar faces, children can feel at home and at ease. Sensitive pedagogical staff recognize and acknowledge children's feelings and respond to their initiatives at the right time. The way in which the pedagogical employee interacts with a child must be a conscious choice, based on our shared vision on education.

The presence of familiar peers can also contribute to a feeling of security. Even at a young age, it helps to have a boyfriend or girlfriend nearby.

Furthermore, the design of the environment can contribute to a feeling of security. Much can be achieved by paying attention to layout, colour, light and acoustics.

2. Opportunity to develop personal competencies

Children are challenged in a playful way in the development of: motor skills; cognitive skills; language skills; creative skills. This is done in such a way that children are enabled to function increasingly independently in a changing environment

By personal competencies we mean personal characteristics such as resilience, self-reliance and independence, self-confidence, flexibility and creativity. Competencies that allow children to solve all kinds of problems and adapt well to changing circumstances. 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 familiar peers is also a prerequisite for this educational goal. As children get to know each other better, they play together more and their play is of a higher level.

3. Opportunity to develop social competencies

Children are guided in their interactions, where they are taught social knowledge and skills through play. Children are enabled to build and maintain increasingly independent relationships with others.

By social competencies we mean social knowledge and skills, such as being able to put oneself in the shoes of others, being able to communicate, collaborate, help others, handle and resolve conflicts, and develop social responsibility.

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 staff 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.

4. Internalization of values and norms, culture

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.

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 physical aggression is not permitted. On a number of matters it is possible and desirable to make joint agreements about what is important to convey to children.

Children come into contact with more or different aspects of culture in childcare 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 behavior of educational staff plays 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 pedagogical staff therefore influences the development of empathy and mutual respect.

3.4 How do we work on the pedagogical goals?

What can we do and what can we use to achieve the above-mentioned 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 activities offered, and - the game materials offered.

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 actions within HappyKids BSOs (concrete the pedagogical goals)

We offer children safety and security in a familiar and inviting environment, so that they have the space to gain experience and develop. They are stimulated in their development, taking into account the individual needs of the child as much as possible. Children come into contact with other children. They learn to hold their own in a group by standing up for themselves, playing together and taking each other into account. They are offered play opportunities and materials that suit the child's development. There is plenty of space both inside and outside for safe and varied play.

We teach the children to accept each other unconditionally. Feelings should be taken seriously by children and educational staff. A child has the right to respect and should be given space to develop in his or her own way. No verbal or physical violence will be used against them. Of course there are house rules that everyone must adhere to.

Children have basic needs such as nutrition, attention and affection, as individuals and as a group.

We meet that need whereby the individual should not suffer from the group, but neither should the other way around.

We believe it is important that the child feels safe, secure and accepted. The well-being of the child is central to our pedagogical policy, in which the interests of parents and employers are seriously taken into account.

Chronically ill children and children with disabilities cannot participate in out-of-school care. In our view, these children should be cared for in a situation where there are specialist staff specifically for these types of children. The interests of the individual child and the group must be weighed up in each situation.

The pedagogical staff and managers of the after-school care ensure the right pedagogical climate in accordance with the principles of the pedagogical policy.

Pedagogical policy

The period from 4 to 12 years is the period in which the child discovers and develops itself and its relationship with the environment. It is the period in which physical, social and emotional boundaries are explored, tested and sometimes exceeded. Authority, values and norms, entering into and resolving conflicts and dealing with emotions are discussed.

Development is not the same for every child. Every child has their own pace and develops faster in some areas than others. Every child has their own potential of possibilities. The situation in which the child grows up plays a very important role in how these possibilities are developed and at what pace this happens. Out-of-school care can also make an important contribution to this.

The design of the after-school care is aimed at offering a safe and pleasant environment in which to spend time outside school. Both in groups and individually, conscious attention is paid to the developmental phase the child is in, as well as to the following areas of development:

1 Providing emotional security

2 Developing personal competencies 3 Developing social competencies

4 The transfer of norms, values and culture

- Children are treated in a sensitive and responsive manner in the groups, respect is shown for children's autonomy and limits are set and structure is provided 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: creating a safe base, a “home” where children can relax and feel safe.

The first introduction

During the meeting, parents are introduced to the group management and receive information about HappyKids and the daily affairs of the location. The intake form is completed together with the group management. During the conversation, agreements are also made about the child's adjustment to daycare. The conversation ends with a tour of the facility.

The adjustment period

In the month that the child turns four, he or she can go to after-school care. For most children, it will be the first time that they go to primary school and after-school care. It is therefore not without reason that careful agreements are made about the initial period during which the child still has to get used to the new situation. **It is therefore agreed with the parents during the intake interview that they will be “standby” in the first period** after the placement. This means that we can call the parents. Of course, the group management will be flexible. The emotional safety, the well-being of the child, is always taken as a starting point.

Basic pedagogical attitude

The interaction between children and group leaders 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:

- **Give each child positive and personal attention**
- **Recognize and acknowledge the child's feelings and respond with understanding**
- **Speak in a calm, warm tone and look at the child**
- **Watch and listen carefully to the child, connect with it and add new experiences**
- **Show respect for the child's individuality and input**
- **Leading by example**

Children are dealt with in a sensitive and responsive manner, respect for children's autonomy is shown and limits are set and structure is provided for children's behavior, so that children can feel emotionally safe and secure.

Positive leadership

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

We use:

- **Saying nice things**, praising and rewarding them to reinforce children's positive behavior
- **Giving instructions and explanations, paying attention to what is allowed**

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

- Support children who are at risk of exhibiting negative behavior in order to prevent the behavior
- Not responding to the behavior to weaken it
- Sometimes set aside

Boundaries and structure

Setting boundaries and providing structure also give children a feeling of security and peace. It is nice for the children to know where they stand. Group rules are established in consultation with the children. The basic principles include: not hurting others or yourself, not disturbing others and not breaking things.

Farewell to the BSO

If a child leaves the BSO after a longer or shorter period of time, the child is said goodbye with warmth and attention. The farewell ritual marks a change in a child's life. This also makes it clear to the other children that their boyfriend or girlfriend will no longer return to after-school care.

2. Pedagogical commitment

The pedagogical efforts are the means to achieve the educational goals. This concerns the following five resources.

1. Interaction between pedagogical employee and child
2. The indoor and outdoor space
3. The group
4. Activities
5. Game equipment

3. Pedagogical goals

Responsible childcare is based on four pillars. We have described the four pillars in more detail below.

Pillar 1. Providing emotional safety to the child

- We interact with the children in a sensitive and responsive manner
- We respect the child's autonomy
- We set boundaries and provide structure, we apply clear rules.
- We are there when a child needs our help.

In this way we ensure that children can feel emotionally safe and secure.

In other words; We pay attention to the child and to the child's opinions and wishes. We listen and show understanding. But we do set clear rules and enforce them. So that the child knows where it stands with us. Autonomy; the right to make your own choices. Autonomy is seen as an important condition for feeling happy! Emotional safety is the basis of good childcare. Only when a child feels comfortable at after-school care can he/she be open to learning something.

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Pillar 2. Developing cognitive skills in the child

- We challenge children in a playful way to develop their motor skills, cognitive skills, language skills and creative skills.

In this way we ensure that children become increasingly independent.

In other words; We always teach the children something new. We seize learning moments. And we look at the child and its interests. We encourage children to try something and express our confidence in the child.

We can also consciously stimulate lagging development by offering targeted activities to practice skills.

Cognitive skills; This refers to the ability to absorb and process knowledge, but also matters such as perception, thinking, language, consciousness, memory, attention and concentration (how you use your head).

Motor skills; endurance, strength, speed, technique & coordination and flexibility (how you use your body)

Language proficiency: the extent to which you master a language (i.e. speak, understand, write, read)

Pillar 3. Developing social skills in the child

- We guide children in their (mutual) interactions

- We teach children social knowledge and skills through play

In this way we teach children to build and maintain relationships with others more and more independently

We also set a good example in the way we interact with others.

We also teach the children to understand the consequences of their actions for others.

Pillar 4. Transferring norms and values to the child

- We encourage children to become acquainted with the generally accepted values and norms in society in an open manner

- And we do this with a view to respectful interaction with others

In this way we ensure that children can actively participate in our society.

In other words, we teach the children “how it should be done”. Table manners, polite manners, helping each other,....

Below you will find examples of each pillar in the practice of childcare, and how we use the pedagogical resources for this purpose.

Pillar 1. Emotional safety

Interaction between pedagogical employee and child

A pedagogical employee will provide a high degree of safety when dealing 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.

For the youngest age group (4-6) it is particularly important that:

The pedagogical employee takes the time for talking, listening, cuddling and physical contact. When a child cries, respond as quickly as possible, even if the cause cannot be immediately identified. The child may express feelings of joy, sadness, fear, aggression and pain. When a child shows clear emotions, they are mentioned by **the pedagogical employee: "I see that you are very shocked!" In this way the child learns to recognize and name his emotions.** The pedagogical employee also indicates that the child's feelings are valid.

The pedagogical employee acts calmly and consistently to provide the child with support. Predictability provides guidance and a safe feeling, so the actions of the pedagogical employee must also be predictable as much as possible. In other words; the actions are consistent; in the same situation the PMer always reacts the same.

Provide children with clarity regarding daily rhythm and activities so that they know what is going to happen.

The rules and the desired and undesirable behavior must be crystal clear. That means; repeat a lot. The rules of conduct are often repeated and mentioned, showing desired behavior is mentioned and rewarded, and showing undesirable behavior is mentioned and it is explained why that behavior is undesirable.

For older children (7-12 years), other things become very important:

The child is allowed to give his opinion and that opinion is also seriously taken into account in decision-making.

The pedagogical worker also talks to the child about the child's opinions, feelings, wishes and ideas.

In the event of conflict or negative behavior, extensive attention is paid to the feelings that behavior stirs up in the other person.

The child may have a say in the range of activities and the daily programme. The child is also allowed to decide more often whether or not he or she wants to participate in an activity (autonomy).

The child is given the freedom to try to solve problems themselves, with support from the educational staff member where necessary.

Group rules are drawn up together and there is extensive discussion about bullying behavior and its prevention.

Children make choices in their contact with the 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.

The indoor and outdoor space

The room is designed in such a way that there is an overview and you can hear whether help is needed. The older children go to the toilet independently. To ensure the emotional safety of the children, clear agreements are made in advance. This includes fixed places where pedagogical employees will be located. This way there is always a pedagogical staff member on hand for the children. There is a separate group room for the little ones.

For the little ones (4-6 years): Activities have a fixed place (we always color at that table, and we eat there, and the teacher sits there) and materials have a fixed place (the puzzle cupboard and the place where you can put your shoes).

All groups 4-6 years old have a room to use when they eat.

The group

Continuity in staffing is strived for as much as possible by having a permanent pedagogical employee in the group, of whom at least one will always be present. The child therefore knows which pedagogical staff member(s) will be present. This also applies to the other children within the permanent basic group. A fixed group composition provides a safe haven in which the child can feel emotionally safe and can thus develop optimally.

We are very conscious about offering group moments for older children aged 7-12.

Activities

The pedagogical staff member does something with the children every day. The children are not supposed to have to play all day long. The children are offered the opportunity to participate in crafts, sports, games, dancing, music, but it is not necessary.

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 pedagogical employee knows which activity she can offer. The activities must take place in the so-called **“zone of proximal development”**; **not too easy and not too difficult**, but with a challenge for the child who can achieve it. The working method and agreements about activities and the use of materials must be clear to the children. This may include the number of participants (for example when scroll sawing), the length of time (for example on the computer), what they are allowed to do themselves and where they must ask an adult for help, and agreements about tidying up. This way a child knows where it stands and that gives a safe feeling.

For the little ones (4-6 years): Activities have a fixed place (we always color at that table, and we eat there, and the teacher sits there) and materials have a fixed place (the puzzle cupboard and the place where you can put your shoes).

For the great ones, they usually already know very clearly what they enjoy doing and what they don't. This means that we no longer oblige the children to participate in an activity, unless they are group discussions. They can usually decide for themselves whether they want to join or not for the other activities.

Game equipment

Assess the toys for developmental characteristics so that it becomes visible what is there and children of every age and every development level have a clear range of materials.

Choice of quality and brand: better slightly more expensive than toys that break easily. Toys are easy to keep clean and machine washable.

4.2 Developing personal competencies

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

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.

The space

Space influences the children's behavior. The space can challenge you to play and practice skills or it can provoke boredom. A good space should invite children to play together and communicate, but also offer opportunities for retreat. The space that HappyKids has at its disposal is tailored to both the applicable policies and the needs of the children. The rooms are designed in such a way that every child can use what he/she needs. In most groups, the children have the opportunity to retreat with a book, play a quiet game with someone else or play alone on the computer.

Game

Playing is a basic need for children and is an important link in growing up. There is a basic package of toys available at the BSO. When purchasing toys and play materials, the developmental stage of the children, individual preferences and the differences between the needs of boys and girls are taken into account. The children are closely involved in the purchase of toys and play materials. The final decision on what to buy is made by the group management.

Activities

Just like adults, children also need to spend their time in their own way. They should be given the opportunity to recover from a day at school and play without being disturbed. The group leadership tries to respond to the needs of the children as much as possible. Opportunities are offered for joint activities and the children are

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

also encouraged to come up with ideas themselves. The joint activities can vary from a scavenger hunt in the neighborhood to baking cookies together. The children are not obliged to participate in an activity, unless this would mean that an activity cannot take place.

Activities can take place inside and outside the basic group. Which activities that can be offered (always or regularly) outside the basic group are described in the work plan of your branch.

The group and the child

The BSO offers care in a group. In some locations we work with age groups and in other locations we work in vertical groups.

There are children present every day who will have a nice time together. There is time and space for individual attention for every child. This starts from the moment the child is picked up from school: there is attention for how things went at school, attention for the crafts the child has made, attention for the story a child comes up with, etc. Also for the children who come to the BSO independently from school, that attention is there. Playing a game with a child, solving a problem together, listening to a child's problem, there are many moments when individual attention is needed. This is also reflected in the activities: playback show where the child can shine, a photo collage about the family the child comes from, etc. In this way, the qualities that each child has are used and emphasized.

Independence and self-reliance

In BSO this is a very important educational goal. All children should ultimately be able to stand on their own two feet. To help children grow up to be independent people, it is good to encourage them to do things on their own. To create situations in which they can work on matters of their own choosing without the intervention of adults. In this way, they are invited to take responsibility for the challenges they have taken on.

Independence

In the BSO, the children are encouraged to do things independently, the group management is nearby to keep an eye on things and to provide support where necessary. In order to practice in normal daily situations, the children are involved in the group's activities. They learn to participate in decision-making about matters that concern them: purchasing toys, activity planning, organization of the group, group rules, etc. They become partly responsible for the tasks and activities that need to be done: putting away toys, clearing the table, helping others, being back from school on time, playing outside, etc. This way children can naturally discover their own possibilities and limitations.

Independence also includes going to school alone and returning to daycare, playing outside unsupervised and/or going home independently. We assume that the child can handle this responsibility and adhere to the agreements. The parents must give their written approval for this. If a child repeatedly does not adhere to the agreements, the agreement can be revoked.

Independence also includes feeling responsible for the group space, the items used to play with, the children in the group and yourself. Together with the children we try to pay a lot of attention to this social aspect. During meals and activities, children learn a lot: waiting for each other, sharing, telling things themselves, helping others, asking for help, etc.

Self-sustainability

Being able to save yourself and rely on it is a great asset. In after-school care we try to leave as much responsibility as possible with the children themselves. This means that the pedagogical employee will not always intervene directly in conflicts between children. It is important that children learn to use their own strength and ability to solve problems, which contributes to a good self-image. If there are situations that a child cannot resolve, the pedagogical employee will always offer help and respond to the request for help. In this context, the age and character of the child are of course also taken into account; younger children will need different guidance than older children. In short: we will look at what the child needs per child and per situation.

Communication with parents

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Parents and pedagogical staff sometimes share the child's upbringing for years. They are partners, even though the parents have the ultimate responsibility.

We meet most parents when the children are picked up, which is a time for parents and pedagogical staff to exchange information about the child, express expectations to each other and express needs. We find this exchange very important. In parent contact, we strive for an open and respectful approach from both sides. For parents whose children come independently, interim contact is highly appreciated.

A lot of information is exchanged via the parent portal Konnect. Parents can always request a meeting if they need one.

Development and well-being follow

The needs of children are very different, and to gain insight into these different needs, monitoring their development and well-being is important. By paying close attention to the child every day, we gain insight into how the child is developing and how he or she feels in after-school care. If parents/guardians or pedagogical staff feel it necessary to hold an individual parent meeting, this can be agreed at any time. In an individual parent meeting, the child's development and well-being are central.

Worries and problems

If you have any concerns or problems, the mentor will contact the parents as soon as possible to discuss this. If necessary, the manager's help is requested. Prior to a parent meeting, this person can also make an observation of the group and support the group management in their approach to the child and the group. Solutions and/or next steps are sought together with the parents.

Self-esteem and respect

Having and showing respect for yourself, others, the living space is an important basis for everyone's life. In after-school care, children are encouraged to interact with each other and the group leadership in a respectful manner and to make it clear what they do and do not want. The pedagogical employee has a very important role model and supervisory role in this regard.

Pillar 2: Developing cognitive skills in the child

Interaction between pedagogical employee and child

A pedagogical employee creates conditions (challenging and safe) that allow the child's personal characteristics (independence, flexibility, self-confidence and creativity) to develop and unfold at his or her own pace and sequence in all areas of development (motor, cognitive, emotional and social). Every pedagogical employee has a role in offering and setting an example within HappyKids, also in this area. The pedagogical employee does this by paying attention to daily activities and creative activities and by demonstrating this. The role model is very important here. Give the child the feeling of being something special to the other person.

The educational staff member very 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. As the children get older, they take on more responsibilities of their own. Children aged seven and over are allowed to play outside independently. The pedagogical staff will regularly check on the children to see how they are doing. With the consent of the parents, older children may also cycle independently from school to after-school care or home from after-school care. Both the indoor and outdoor areas are completely enclosed.

For the little ones (4-6 years) this means that the pedagogical staff explains a lot and responds to the children's interests at that moment. For older children, the emphasis is more on supporting the child's own development.

The group room

Because the spaces are so open, the children can look around at how others do things and can imitate this. The organization of the groups is such that children can do as much as possible themselves. Children have access to

all thematic areas to discover and develop their interests. We deliberately offer different angles for the youngest age group.

The group

There are basic groups for ages 4-12 (maximum 22 children per group with two pedagogical staff members) and for ages 7-12 years (maximum 24 children per group with two pedagogical staff members). All children use all areas within the building together: the after-school care and the outdoor area.

Activities

Everything that happens within the BSO 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. 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 with small household tasks.

By asking the child open questions, he learns to make choices and think about what he wants. This is especially important for the elderly, they often already know very well what they want and have a great need for that opinion to be heard.

Sometimes the game is started by the pedagogical employee. Other times the game starts with the child and the pedagogical employee then joins in.

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.

By working with themes such as Easter, autumn, Sinterklaas, etc. or in response to an event, a story or a song, the child expresses itself in creative and movement activities. By using themes that match the child's interests and experiences, the child is optimally open to development.

Game equipment

Play 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 toys at that time. The child is given the opportunity to experiment with different objects and materials. There is variety in supply, good distribution of toys that stimulate different areas of development.

We also deliberately offer free material for the little ones (4-6 years) that allows the children to use their imagination themselves. In this way we stimulate imagination/creativity. The same also applies to construction materials such as blocks and Lego.

4.3 Developing social competencies

The third educational goal: attention to social skills such as being able to put oneself in the shoes of others, being able to communicate, collaborate, help others, handle and resolve conflicts, and develop social responsibility.

Children are guided in their interactions, where they are taught social knowledge and skills through play, with the aim of enabling the children to build and maintain increasingly independent relationships with others.

Group activities

After the children come from school, they eat and drink together (this applies to children who do not have a continuous schedule). This promotes social contact between the children and allows them to relax after a busy school day. On Wednesday and Friday afternoons, the children who come home from school early eat together, another point of rest and a time when social skills can be practiced: passing bread, listening to each other and helping each other.

In after-school care, we eat together every day at lunchtime during school weeks. Group activities are organized during both school and holiday weeks: outings, games, theater, theme days, etc. Celebrating the birthdays of the children and the pedagogical staff is also part of the group activities. The organization of the group and the purchase of toys and other materials are discussed with the children, so that as a group they can leave their mark on the image of the daycare.

Group structure and group spaces

The ratio of the number of pedagogical employees to the number of children per group is laid down in the **“Childcare Quality Policy Rules”**.

We accommodate children in so-called basic groups. The groups are clearly visible during the table moments.

The group structure at the BSO is as follows:

Age of children	Maximum group size	Number of pedagogical staff
4 until the end of primary school	22*	1 in 10/ 1 in 11
7 until the end of primary school	24	1 in 12

**If there are fewer than four children in this group at the same time who are 7 years or older, the maximum group size is 20 children.*

The composition and group size may differ per group. For each branch, this information is described in more detail in the branch's work plan.

The ratio between pedagogical staff 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**, and there are also regular interns at the daycare center. HappyKids also works with employees in training through the vocational training program (BBL). There may also be other people present at each location who are not listed above. This is described in more detail in the location-specific information.

By pedagogical employees we also mean pedagogical employees in training, who are deployed on the basis of their employability statement. In addition, the pedagogical employees are sometimes supported by an "other adult", i.e. an employee without a diploma and not in training as a pedagogical employee. This can be a group helper, a position where the focus is either on household work or on supervising activities with the children. We also offer internships for CIOS (sports training) students. We do not work with volunteers.

The rooms are furnished in consultation with the pedagogical staff. The children also have an important voice in this. To meet the needs of the older children, where possible, a private space is set up for (and with) them. That space is the domain of the group, they are also responsible for its design. Toys and other materials are purchased in consultation with the pedagogical staff. The materials in all rooms are arranged in such a way that children can get what they need to play. All material is tailored to the age of the children in care.

Merging during the summer holidays

In order to increase the range of activities and better tailor it to age groups, we have the option of merging branches during the summer holidays. The basic principle here is that there is always a permanent pedagogical employee present from each location so that there is always a familiar face for the children. We work alternately in larger or smaller groups. To prepare this well, the pedagogical staff are busy making an activity plan well in advance to make the holiday a fun and enjoyable period.

Children's participation

For children, after-school care is their free time. That is why it is important that they learn to make it clear how they want to spend that time.

We see child participation as an instrument with which we can respond well to the needs and specific wishes of the individual child, but also to the needs of the group. The group leader must take the children seriously, be patient and be able to clearly explain what the intention is. Children's participation is an interaction between group leaders and children. We would like to give the children the opportunity to think and talk about, among

other things:

- **The holiday programs**

- **Purchasing the toys**
- **Celebrating festivals**
- **The food offering**
- The rules
- **The organization of the group**

Children's participation is for all ages. With younger children we work with visual aids, while older children are increasingly able to indicate verbally what they want.

Problems or conflicts

The children are encouraged to solve their social problems themselves. When children fail to do this or when **the same child always emerges from the battle as a "winner" or "loser", the group leader offers help. The least resilient** are offered the opportunity to express their needs and wishes with a greater chance of success. The group leader teaches the children to take each other into account by demonstrating how to reach an agreement through consultation. Children can learn to stand up for themselves and also take others into account.

Pillar 3: 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. This stimulates the development of skills such as communication, collaboration, conflict resolution and prevention. A child in the group who behaves inconspicuously receives some extra attention, the pedagogical staff member consciously seeks regular eye contact. In this way, the pedagogical employee keeps informed of the child's well-being and the child has the opportunity to involve the teacher and through her the other children in activities.

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 a good 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 pedagogical employee 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. The child must be given the opportunity to first come to a solution themselves, as this is how a child learns.

For the youngest children this mainly concerns;

- **The pedagogical worker helps the child to make contact with other children**
- **The pedagogical worker helps the child with moral development by identifying desired and undesirable behavior and the consequences for others.**
- **The pedagogical employee has a great exemplary role.**

The indoor and outdoor space

Corners are created in the rooms where children can play together. The pedagogical staff adjust this occasionally. A variety of spaces/corners for small and larger groups is taken into account.

Through the joint use of the indoor after-school care area and the outdoor playground, mutual contacts between children from different groups are established in a playful manner.

The group

The pedagogical staff member will encourage the children to participate in various activities. This could be a sporting activity or, for example, a board game. Children learn to interact with each other in a social way and learn to deal with gain and loss. Of course there is always room to play alone, this takes into account the individual needs of the child. The eldest children have a say in drawing up the group rules.

Activities

Daily matters are re-enacted through a shop, doll corner, Lego, etc. During playing together, aspects such as learning to share, waiting, arguing, saying no are discussed. Conflicts are resolved here as a learning opportunity.

The children are allowed to 'visit' the other group, so they can experience how things work there. They play outside together, where they can make contact with the other children within the after-school care 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.

The oldest are offered more sports and games with a strong competitive element. They are thus encouraged to work together and sometimes to do so with children outside their own group of friends.

Game equipment

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.

When purchasing toys and play materials, we pay attention to safety and that all facets of the child's development are covered.

4.4 The transfer of norms, values and culture

Transmitting values and norms is the fourth educational goal.

Group leaders, parents and children may have different opinions about what are important things in life. This does not make it easy to convey clear values and norms to children. Important values for HappyKids are respect for each other, being yourself, solidarity, being able to express emotions, finding solutions together, helping each other, interest in each other, recognizing differences, playing together and sharing together. Through conversations with the children and responding to events in the group and in the world, different opinions and values and norms become clear. The group leadership is aware of existing prejudices in themselves and others and knows what influence prejudices have on people's behavior. The group leadership will always try to respond as soon as prejudices arise in a game or conversation.

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.

Rules within the BSO

It is nice for the children to know where they stand. That is why there are group rules that have been established in consultation with the children themselves. Drawing up the rules together will increase the children's involvement with the rules. It must be clear to the children when which rules apply and why. There

may be different rules for older children than for younger children. It is important that the interests of the children and the group leadership with regard to the rules are balanced. We also try to make it clear to the children that there are sometimes exceptional situations in which certain rules are implemented differently.

Celebrating parties

At the BSO, various parties are celebrated throughout the year: the birthdays of the children and group leaders, Easter, Christmas, Sinterklaas, etc. Because the children also have all kinds of celebrations at school, we choose not to tackle all parties on a grand scale.

Pillar 4: Transferring norms and values to the child

Interaction between pedagogical employee and child

The pedagogical employee has 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.

For the little ones (4-6 years): The rules and the desired and undesirable behavior must be crystal clear. That means; repeat a lot. The rules of conduct are often repeated and mentioned, showing desired behavior is mentioned and rewarded, and showing undesirable behavior is mentioned and it is explained why that behavior is undesirable.

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 several warnings, there are several 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.

The indoor and outdoor space

Respect for materials, don't break things

The area and surroundings are kept clean and tidy.

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

For the oldest children, extra attention is paid to group moments and being together with the group. Because children often already have a selective group of friends, it is important that something is consciously done with the entire BSO group, so that the children continue to feel part of that group.

The children are encouraged to first try to resolve disputes themselves.

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 to eat. 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.

Game equipment

We offer game materials from different cultures that contribute to a broader view of the world.

4.5 Mentor and regular faces

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 employees are aware of agreements he/she makes with you, such as 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 and the child, we will try to keep the change of mentor to a minimum.

By observing the child's daily activities and behavior at after-school care, pedagogical staff obtain information about the child's development. The group management pedagogical staff will inform you where necessary about the child's development, personally or via the parent portal. If there are any concerns about your child's development, health or behavior, or any concerns whatsoever, the mentor (or, if that is not possible, another pedagogical employee) will contact you personally or by telephone to make a plan. appointment for a meeting in which these concerns will be discussed with you. Where necessary, we refer you to agencies from our network, this usually goes through the CJG (Centre for Youth and Family) but can also be directly to a speech therapist, for example. HappyKids uses a care protocol for dealing with children who have concerns, with references to observation methods to be used, flow charts, reporting and time indications for conversations with parents and authorities.

Which mentor your child has is stated in your child's details in the parent portal. The mentor will ensure that contact is made with the child and parent as soon as possible after the start of the group, so that it is known who the mentor is.

The fixed faces criterion

The fixed faces criterion ensures that your child is not cared for and guided by too many different pedagogical staff. There is at least 1 fixed face for your child every day.

Holders may temporarily employ a professional other than a permanent employee. This is allowed if a regular 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 fixed faces according to the fixed faces criterion;
- there is no other permanent 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 permanent face present every day!

4.6 Interaction with the basic group and activities outside the basic group

Within the BSO, the children spend a considerable amount of time every day in their basic group. All eating and drinking moments take place in the basic group. Special moments are also celebrated with your own group, such as birthdays or the birth of a brother or sister.

Children can leave the basic group for certain activities. At HappyKids, the basic group is left, for example, while playing outside, during a holiday outing, exercising or another activity or activity that falls outside the regular 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 a certain activity to a group of children who need an extra challenge or want to play a quiet game. 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.

During the school holidays, the basic groups and their pedagogical staff are also kept together as much as possible when divided into groups during, for example, an outing, a workshop or activity at the BSO itself. The pedagogical staff recognize the importance of having friends in the basic group, and frequent contact with their own pedagogical staff. We will therefore always check whether several children from the same basic group can move on to a new group at the same time.

Most activities, such as outdoor play and free play, usually take place in groups of more than 30 children. We always ensure that several educational staff supervise this activity, if possible from the different basic groups. This way, the pedagogical staff can guide and observe the children from their own group. Together we are responsible for the well-being and guidance of all children present. The pedagogical employee ensures that there is always time and attention to address current points of attention regarding behavior and development during free play moments or during organized activities in a large group. This could be by consciously visiting a child for an observation, a conversation about the progress of agreements made or offering a specific activity that was consciously chosen with a goal in mind. An employee can also direct the "free choice" or invite a child to participate in a specific activity at his/her discretion. The staff member can also ask a colleague who is engaged in an activity in which the child is participating or who supervises free play in the room in which the child is located, to take over one of the above initiatives during this time and report back the findings. link to the permanent employee. All these initiatives arise from the global monitoring of the child's development and well-being, whereby the pedagogical staff of the group and in particular the mentor are responsible for coordinating their implementation.

Location-specific agreements are described in the pedagogical work plan.

4.7 Training requirements and requirements for the efforts of students

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

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

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 training, welfare assistant, HBO pedagogy, or a sports training (only at the BSO) such as CIOS/sport and exercise. 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 employed by happyKids and receive more and more during the training.

responsibilities. The BPV (vocational practical training) plan specifies when an employee follows a work/learning trajectory and interns are deployed in accordance with the requirements as described in the Childcare Collective Labor Agreement. Under the supervision of the pedagogical staff, interns and BBL students carry out activities that pedagogical staff from this group have within their duties, of course based on the intern's capabilities and development. The certified pedagogical employee remains ultimately responsible. There is room for trainees and employees in training to have daily progress discussions with the supervising pedagogical employees, to monitor and evaluate progress, and to assess the activities carried out. When we talk about activities, we 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 transfer, contacts with parents, keeping the attendance list, etc. In other groups, trainees are only made redundant deployed, or on the basis of the employability statement that the practical supervisor and school have jointly agreed on.

4.8 Pedagogical policy officer and pedagogical coach

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, 50 hours are reserved annually, which can be freely distributed over the total number of locations. This is roughly determined in advance for an entire calendar year. HappyKids employs 2 pedagogical policy officers.

The pedagogical coach is responsible for coaching each pedagogical employee, and does this for at least ten hours per year with full-time employment. These hours can be freely distributed among the employees, on the basis that every employee receives coaching at least annually. This can be accomplished in many ways, such as conversations, coaching-on-the-job, and training. HappyKids uses all these forms. There are several people within HappyKids who can perform coaching work.

5. Physical safety, health and nutrition

Physical safety is of paramount importance to HappyKids. Unsafe situations will be resolved as soon as possible.

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. In addition, we safeguard knowledge about the content of the safety policy by working with an annual calendar, so that we discuss the various topics at least once a year in a team meeting.

In the work plan of your branch you will find the emergency regulations for the relevant branch. In addition, we work with a large number of protocols and work instructions for employees to reduce the risk of an unsafe situation as much as possible. Consider a transport policy or instructions on how children use tools.

We meet all legal requirements for safety and fire safety.

Safety versus challenge?

Children develop quickly, are curious and explore. They see no danger. Group leaders practice 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 against a bump; there must also be challenges and learning moments. We do try to reduce the risks of injury to an acceptable minimum.

5.1 The “meldcode”

The childcare reporting code or in Dutch, “meldcode” is a reporting code that childcare employees can use to correctly handle suspected child abuse. Specific attention is paid to (possible) abuse by an adult, by an employee of the childcare organization, and for abuse by children themselves.

As of January 1, 2019, the reporting code has an additional assessment framework.

The assessment framework supports a professional with suspicions of domestic violence and/or child abuse in;

- deciding whether a report is necessary
- deciding whether providing and organizing help yourself is (also) possible

In the event of a suspicion regarding (possible) abuse or mistreatment by a HappyKids employee, HappyKids always contact the childcare confidential inspector immediately. If it subsequently turns out that the suspicion is reasonable, a report will be filed immediately.

Employees must immediately inform their manager and holder if they suspect abuse or mistreatment by another employee. If the holder himself is suspected, the childcare confidential inspector will be contacted immediately.

5.2 Health, diseases and accidents

The pedagogical employee will pay attention to the physical health and mental development of the children.

When a child is sick, he or she should stay at home. If a child becomes ill at the BSO, the parents will be notified. In consultation with the parents, it will be determined whether the child needs to be picked up. When the child is better again, he or she is welcome again at the after-school care centre.

Invisible risks caused by micro-organisms, the indoor and outdoor environment are also examined annually. For **this risk inventory we use the “Health Management” method of the National Center for Hygiene and Safety.**

Daily hygiene receives a lot of attention. We follow the very extensive guidelines provided by the GGD for personal hygiene, nutrition and cleaning.

For more information about illness, please refer to the venue's health and safety policy and HappyKids illness policy

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.

5.3 Safety

Working with groups of children makes it necessary that the materials and furnishings of the group rooms meet the strictest safety standards. We are aware of the vulnerability of children and that is why we regularly check spaces and materials for safety.

At each location, someone from the group management has been trained as a company emergency response officer. HappyKids offers all educational staff a basic first aid course for young children, with an annual refresher course.

An emergency and evacuation plan has been drawn up in the BSO in accordance with NTA 8112-2. An evacuation drill is held annually.

6 Other information

6.1 Daily schedule

Long School Days (after school until 6:30 PM)

The children are picked up from school and play freely at the BSO
2:30 p.m. Children who are out at 2 p.m. get a drink and then play freely
4:00 PM fruit, cake, drinks at the table with the group
4:30 PM activities and free play, pick up until 6:30 PM

Short school days (including lunch, until 6:30 PM)

The children are picked up from school and play freely at the BSO
1:00 PM lunch with all the children
2 p.m. activity or free play
4:00 PM fruit, cake, drinks at the table with the group
4:30 PM activities and free play, pick up until 6:30 PM

Holidays (7:30 AM - 6:30 PM) and study days (7:30 AM - 6:30 PM)

Bring it until 9:30, play freely
10:00 fruit, cake, drinks at the table with your own group
10:30 activity, or free play
12.30 lunch
1.30 pm activity or free play
4:00 pm cake, drinks
Free play at 4:30 PM, pick up children until 6:30 PM

Times can be adjusted during an outing or activity

The times at a specific location may differ slightly due to, for example, the ending times of the local schools. In that case, the specific schedule is stated in the work plan of that location.

6.2 Furnishings

Important criteria when designing the group space are overview and challenge. An overview is important for both the pedagogical staff and the child, but the possibility of isolation must also be available. By creating corners and working with spaces that have a special purpose (computer/TV room, play area, etc.) we meet the need of children to withdraw from time to time. The needs of the children have been taken into account when designing the various group rooms.

Locations are shared within HappyKids, such as in the Play Castle or sharing a tennis hall for different sports, such as at the Arnolduspark and at BSO JumpKids. We make clear agreements about this with the children. Of course, the agreement also applies that all children can enjoy themselves during the sports lessons. We supervise and ensure the safety of the children at all times. With the open doors policy, we also agree that the children will report where they are playing. This way no one disappears from sight.

6.3 Activities within and outside the core group

Within the BSO, the children spend a considerable amount of time every day in their group. All eating and drinking moments are a group event. Special moments are also celebrated with your own group, such as birthdays or the birth of a brother or sister. Pedagogical staff can also choose to offer a group activity, such as a game of dodgeball, a cooking activity or a joint craft moment. These moments strengthen the bond between the children themselves and the children and their pedagogical staff. By talking, discussing, working and playing together you get to know each other better and that feels nice and familiar. You are part of a group, your group!

All other activities take place outside the core group or fall under the 'open doors' policy. What do we mean by activities outside the core group? By this we mean that children from two or more groups participate in an activity together and at the same time. This could include free play indoors and free play outdoors, or participating in a voluntary activity in small groups with children from different basic groups, such as a cooking activity or a sports activity. Trips during holidays are also activities outside the core group. The pedagogical staff recognize the importance of having friends in the core group, and frequent contact with their own pedagogical staff. We will therefore always check whether several children from the same group can move on to a new group at the same time. During activities outside the core group, the pedagogical staff pays extra attention to interacting with the children from their group. This could be, for example, by consciously visiting all the children during their play and showing interest. It can also be by consciously offering an activity to a small group of children from the core group. The pedagogical employee estimates what the children need to feel comfortable and safe during activities outside the core group.

On Wednesdays and Fridays, several groups (each with only a few children present) merge into composite groups. Each group has its own permanent employees and the groups that are combined are always the same. The children from 1 basic group always stay together on these days and have a permanent table where they stay during group moments.

Furthermore, close cooperation takes place on the other days between the groups with older children and the groups with younger children. Especially during holidays, these age groups often merge and the pedagogical staff together take care of the entire group and the activities that are offered. Then too, there is an activity outside the basic group (composite group). During study days and holidays, in principle we view all activities as activities outside the basic group. For example, two or more groups often have lunch together. The groups are often considerably smaller on these days, so the peace and conviviality is not compromised by merging. **During holidays, the groups usually start together or in the "open doors" concept, we then merge the groups with "big" children and the groups with little ones. You can enter until half past nine. To maintain as much overview as possible of the expected children, we ask parents to report cancellations in a timely manner via the parent portal.**

Short-term (less than 1.5 hours) getting used to a new basic group is also an activity outside the basic group. Specific information can also be found in the work plan per location.

6.4 Extra days on another group

Logically, the intention is for children to stay in their own group. This is a safe environment with which the child is familiar. The pedagogical staff and the other children are familiar. Sometimes additional care is occasionally required. In that case, we will always place your child in their own group. However, parents sometimes ask for incidental or temporary extra care, while their own group is full. In that case, a child may also be temporarily placed in another group, provided that the age indication of the group corresponds to its own group, this is recorded in writing and is for a certain period. The pedagogical staff or the manager will provide you with an explanation and ask you to confirm this in writing. If your child does not feel at home in the temporary group, we will talk again to look for possible solutions together. The well-being of the child is paramount. For a one-off exchange request where your own group is full, we will look for an alternative to another group for you. It may then be offered to you as such. If you agree, your child can still switch days once. If you do not want this, it is not possible to agree to an exchange in advance. You can then call on the day itself to ask if there have been any cancellations for your child's group.

You can also find more information about exchange requests on our parent portal.

Pedagogical policy plan HappyKids after-school care

If your child visits daycare on irregular days, specific agreements will be made with you about exchanging the days (such as the period in which the days are communicated) and the possibility of exchanging and any additional conditions will be included in the agreement.

Get used to it before the start of childcare

Before starting the required care, we recommend that you first get used to it once (or, if desired, several times). During the adjustment process, the parents take the child to daycare themselves, usually for a maximum of two hours. This is usually from 4:00 PM to 6:00 PM on a school day so that the children experience both the group time at the table and the free play. It is important that, according to the applicable regulations for the childcare sector, adjustment must take place within the contract period and therefore cannot be scheduled prior to the start date of the agreement. If you want your child to get used to it in advance, you will have to start your agreement earlier.

6.5 Transition from the HappyKids daycare

If your child transfers from daycare to after-school care, the pedagogical staff will consult with you about scheduling adjustment moments. The pedagogical staff at the daycare center will ensure that your child is taken to the after-school care center and, if necessary, picked up again. If necessary, additional adjustment moments will be scheduled.

6.6 The first period at after-school care for four-year-olds

It is all very exciting for the youngest children. Going to school for the first time, doing work and playing and going to after school after school. We want to give these youngest children time to quietly get used to after-school care and all the possibilities in their own way. One child needs little time, the other child needs a lot. We provide the option for this **in our group "poortwachters"**:

- Limit independence a little. During this first period, we choose as much as possible to let the children choose activities that they can do under the supervision of the pedagogical employee(s) of their group, or in the vicinity of this pedagogical employee(s). These pedagogical staff are the first confidants when a child starts at BSO. We attach value to first developing this bond and ensuring that these people are always within reach of the child. - Extra attention is paid to getting to know the possibilities of the BSO. The spaces, the choices the child can make, the house rules and additional rules, the introduction of other employees to the BSO, everything is carefully discussed and offered. In this way, children are slowly introduced to what is on offer.

- Only when parents and pedagogical staff member(s) agree on the child's independence and completion of this adjustment period, can the child make more choices and play more independently. A transfer to another group is then negotiable.

- During the first period in particular, we ask parents to make time every day to have a short verbal transfer of the experiences at after-school care and at home, and to have additional conversations if necessary.

During the holidays and on study days, we sometimes participate in activities together with other groups in the younger age category (balzaal, ridderzaal, binnenplaats, schatkamer)

6.7 Transition to the next group

If parents and pedagogical staff agree on a transition to another group (if there is an availability), the child will be transferred. Friends, brothers and sisters are taken into account as much as possible.

Due to the open doors concept, it is often not necessary to get used to the new group. If there is a need for this, that is of course possible.

During the first period in the new group, the pedagogical staff will provide additional guidance to the child where necessary. The new mentor will ensure the well-being of the child. For short moments of getting used to (less than 1.5 hours) it is not necessary for the new group to have a spot available, these short adjustment moments are always allowed. Getting used to it is then seen as an "activity outside the core group" (

Source: childcare quality supervision support portal of GGD GHOR Netherlands) For longer adjustment 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.

If there are longer adjustment moments, this is always within the available occupancy of the groups.

6.8 The older children

If children are 7 years or older, in some cases they may play outside or inside without continuous supervision from a pedagogical employee, provided that the parents have given written permission. The pedagogical employee always decides on the situation and can therefore temporarily withdraw permission because the situation does not (sufficiently) allow this option.

This age group needs a little more freedom and independence. For example, in consultation with the parents (and again with written permission), they may cycle or walk independently from school to the after-school care center or from the after-school care center to home or sports club. We advise parents to be at least ten years old when walking or cycling independently outside.

6.9 Homework

For older children there is also the option to do homework at the after-school care centre. There are computers that can be used. If necessary, they are supervised by a pedagogical employee.

In the event that a planned group activity requires the guidance of all pedagogical employees of that group, the activity will take priority over homework. We then choose to let the child participate in the group activity, as these are important for the group feeling and the emotional safety of the child within the BSO. We therefore request parents not to have homework completed at the BSO on the last day before handing it in.

We always look for an appropriate time for homework. A piece of work, for example, will not be completed in 1 day, we also offer children the time and space to relax/play. In addition, the attention span also plays a role. It is also possible to send an email to the BSO to indicate that homework needs to be done that day. Of course, parents can also indicate that there is structural homework (for example, practicing the word package every week). The following applies to all cases; If necessary, parents and pedagogical staff members discuss the possibility of doing homework within the day program of the BSO.

6.10 Exercise and sports at HappyKids

HappyKids attaches great importance to exercise for children. The location has a spacious outdoor area with opportunities for sports and exercise. Here the children can play independently or participate in activities organized by the pedagogical staff or a sports teacher. We also use the sports hall in the SKWA for organized indoor activities. Sports activities are offered every day. Participation is without obligation for the children, they can make their own choice. In addition to the regular range of activities, parents can also choose to have their child take sports lessons with a professional sports teacher for a small fee. The range of these sports varies per period. HappyKids also has a partnership with Swimming School Haarlemmermeer, so that children from after-school care can take swimming lessons during childcare and obtain a swimming diploma. At BSO 't Kasteeltje we also offer internships to students from various sports courses. These sports teachers in training also provide small lessons or offer depth to children's spontaneous exercise activities.

In our after-school care centre, we strive to ensure that children develop optimally in terms of sports and motor skills. The aim is for children to become acquainted with sports and exercise in a broad sense. This implies: enjoying sports, being able to grow in social interactions and learning to deal with wins and losses. Every afternoon there are sports or game activities where the competitive element is sometimes removed. The pleasure of movement is paramount and not winning and losing. Through sports, the children learn to work together. They have to play together in a team and take each other into account. This entails the following social competencies: trusting each other, being able to put yourself in someone else's shoes, being able to communicate, trying to prevent conflicts and solving them together.

Interacting with peers, being part of a group and participating in (sports/game) activities offers children the right living environment for acquiring social competencies.

Motor competencies are also developed on the field by participating in a sport and/or game activity. Basic forms of movement such as throwing, jumping and running, as well as sports motor skills, are stimulated through fun games and real exercises.

6.11 Nutrition and exercise

A healthy lifestyle is related to a healthy nutritional policy. At the BSO we therefore pay extra attention to a responsible offer. In addition to HappyKids' general nutritional policy, we always offer some vegetables (carrots, cucumbers and tomatoes) at lunch and at fruit time, we also regularly offer more "special" types of fruit and we encourage drinking of water. Handing out treats on a child's birthday should be possible, but we appreciate it if parents choose a less sweet alternative and take portion size into account. The pedagogical staff will be happy to advise you!

6.12 Correcting children

By correcting we try to change unwanted behavior into desired behavior. So it is not the same as punishment. By reminding the children of agreements and (house) rules, we teach them manners that are customary and desirable in our society. If necessary, the children are also instructed to think about their own behavior and the expectations of the pedagogical staff with regard to behavior in a quiet place. Afterwards there will be a brief feedback session, during which the agreements will be confirmed again. Within the BSO, all employees correct in this way.

6.13 House Rules

The house rules include the most important agreements at the BSO. They are visible everywhere in the building, as visual support for verbal agreements.

- **If one person talks, you will see that things will get better!**
- **We will take good care of the things, so that they can be used again tomorrow.**
- **We will be kind to young and old**
- **Stop it! We'll solve it!**
- **Help each other, you bet**

6.14 Adjustment policy and purchasing an extra day, swap days

Once you have opted for HappyKids childcare, you will receive a call from your son or daughter's mentor approximately one month prior to your son or daughter's first placement day. 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 son or daughter a little and also provide you with specific information about the group. It is also indicated in which basic group your child has been placed, which pedagogical staff are present on which day and how collection from school works.

If your child is ready to move on to the next basic group, this will happen gradually because children see each other every day at the different activities and in the different rooms. The children in the BSO are familiar with all the pedagogical staff of the various basic groups, because children are free to choose in which room they want to play and in which activity they want to participate. During the table moments, the distribution per basic group is made. Adjustment may take place in consultation with the parents and the child. In practice, it appears that there is less need for this, given the ages of the children, due to the open nature of the working method at the BSO.

If your child would like to use childcare for an extra day or part of the day, you can request this via the parent portal. This is possible if the maximum group size allows this. In principle, incidental care takes place within your own basic group. If the parent asks for temporary extra care while their own basic group has reached the maximum group size, we can, if desired, accommodate your son/daughter in another group (if there is room

available there). We take emotional safety into account in consultation with the mentor of the child in question. Costs for extra care are charged at the applicable hourly rate for extra 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.

6.15 The childcare register of persons

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 should register with HappyKids?

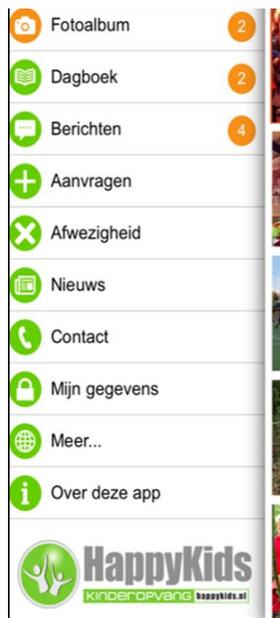
- directors and owners of the childcare organization
- permanent and temporary employees
- administrative staff with access to children's data
- temporary workers, interns, volunteers and self-employed persons
- everyone who is structurally present during reception hours

6.16 Parent portal and parent communication

At HappyKids, the pedagogical staff work with the parent portal (Konnnect) for all children. Parents will find here: newsletters, photos and the digital notebook. 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.

We have a complaints protocol for complaints, which can be found on the parent portal or requested from the branch manager.



6.17 Information evenings

Parent evenings are offered through the CJG, for which parents can register. The different themes are announced via the parent portal.

6.18 Playing outside

Playing outside is healthy, and children learn a lot from it. We strive to play outside every day, 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. There is opportunity for sports or free play. Playground equipment and materials meet the legal requirements for safety.

6.19 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.

6.20 Holidays and Study Days

During the school holidays in the north region, the shelter is open from 7:30 AM to 6:30 PM. On holiday days we offer sports and games, musical and creative activities. Trips are also organized to, for example, a museum, playground, beach or forest. Depending on the activity, we may maintain a stricter BKR. All activities including outings are part of our policy and there is therefore no option to deviate or not participate while using the daycare. Parents receive a program of planned activities in advance. For trips, the usual times of departure and return are 9:30 am and 4:00 pm. If this differs, this will be stated in the holiday program.

We use our own vans and/or a coach for transport to outings. When transporting exclusively by our own vans, the BKR has a maximum of 1 employee for 8 children.

Exchanges can also be requested at any time for holiday days in accordance with the procedure in the exchange policy, which is clearly visible on the parent portal.

HappyKids provides food and other necessities, such as sunscreen, during outings. Swimming activities are offered sporadically for children from the oldest age group (7-12) with at least 2 swimming diplomas.

On study days, HappyKids is open from 7:30 am if there are sufficient staff available and you can purchase additional childcare at the regular hourly rate. You can find the conditions for study days on the parent portal under **"important information"**.

6.21 Deviations 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.

During school weeks, employees work all afternoon or almost all afternoon. Sometimes employees go home a little earlier, but then the number of children still present must allow this and there is therefore no deviation. It is possible that there will be short-term deviations from the BKR, during pick-up from schools with later end times, while there are already children at the BSO from schools with earlier end times. This deviation may be a maximum of half an hour. Employees may take a break on some days, for example when they have started work at 12 noon because, for example, toddlers from some schools are free earlier on some days. Employees then take a half-hour break after the shared lunch and before getting to the other schools. There is then no deviation, because there are sufficient employees present at that time.

During holidays and other days when the BSO is open for at least 10 hours, such as study and holiday days, just like day care, a three-hour deviation is allowed.

At all HappyKids locations, standard shifts on long days are 9 hours per day, including a 30-minute lunch break. Possible services at the BSO are:

7:30 AM - 4:30 PM

8am-5pm

8:30 AM - 5:30 PM

9am-6pm

9:30 AM - 6:30 PM

Break times are usually from 1:30 PM to 2:30 PM. A break lasts 30 minutes.

All groups will generally be scheduled for an earlier (7:30 or 8:00 a.m.) shift and a later (9:00 a.m. or 9:30 a.m.) shift. A possible third service is often an 08.30 service. Small differences will be possible if the pick-up and drop-off times of the children require it.

If two groups are merged because there are fewer children, the services will be divided among the staff present from those two groups together.

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 guidance is needed in a situation or, for example, comfort, then there is an opportunity for this because the other children play freely. This way, the PM or PMs can meet the needs of the children. And so, for example, during fixed meal and group moments and during transport, when we want to pay extra attention to 1-on-1 contact with the children, no deviations are 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 water has been spilled and the floor needs to be mopped dry for safety). They are mainly available for the children at this time.

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

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.

6.22 Supervision

For children of primary school age, it is desirable that they can sometimes briefly withdraw from the view of an adult, in this case a pedagogical employee. This is part of the development towards independence. Pedagogical staff ensure a good balance between supervision and independence. There are guidelines for this, but implementation depends on the judgment of the pedagogical employee in an individual situation.

As soon as children play freely in the room, an employee is responsible for supervising them. We also regularly check the corners and spaces such as the toilets. We, together with all employees, are responsible for supervising the children and the building.

There will also be supervision by a pedagogical staff member while playing outside. If the children are older than 7 years old, parents may choose to let their child play independently for short periods of time, i.e. without supervision, in one of the rooms, or outside if the location allows this. This way they can slowly become more independent. We ask parents to complete a form for this. The activities will start provided there is sufficient supervision. The same applies to the outdoor area.

6.23 Mobile phones

Given the possibilities of using mobile phones (including taking photos and accessing the internet), in connection with the GDPR, we have an agreement within the walls of the BSO that children hand in their mobile phone to an employee after arrival. We can be reached on the BSO landline number.

6.24 Organizational structure

HappyKids employs approximately 230 pedagogical employees. There is also room for pedagogical employees in training (PMIO). The daily management of the location is in the hands of the location manager. She is the point of contact for questions from pedagogical staff and parents and she is supported by administrative and financial staff from the head office, and pedagogical staff with administrative or organizational tasks. The policy officer/project manager is there for overarching matters.

Management is advised on a number of important matters by the parent committee (OC). The branch managers and pedagogical employees are coached by the pedagogical coaches and the operational manager.

You will also regularly find interns at the locations.

6.25 Practical matters for parents

This document describes the pedagogical aspects of the course of events in the BSO. In addition, there are of course a lot of other matters that may be of a practical nature, but fall (partly) outside the pedagogical framework. Agreements and "rules" have also been made for all these matters. We are happy to assist you!

6.26 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?



4

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



Dat we van elkaar verschillen heet DIVERSITEIT en het is geweldig! Welke van deze twee bladzijden ziet er volgens jou interessanter uit?

5

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 can be celebrated, with the necessary explanation. In this way, all children discover different cultures and beliefs. Examples of non-Western holidays that can be addressed at our locations are Diwali (festival of lights), Aid-el Fitr (ramadan festival or Eid al-Fitr), Chinese New Year, and Keti-Koti. 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

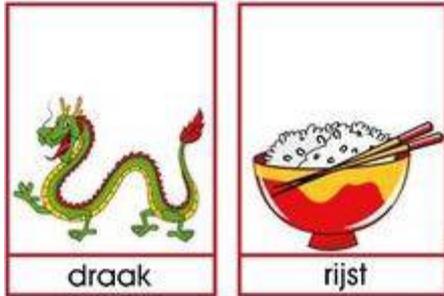
this. We support our own actions with Dutch language: we name what we see, what we do and what we are going to do. We also support children to communicate with each other, even if they do not (yet) speak the same language. We give words to what we see and what we think a child means. And ask if this 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.

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

- 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

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

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

6.27 Finally

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. Not every innovation leads to improvement. HappyKids after-school care will constantly make decisions regarding adapting and renewing the pedagogical vision on childcare.

Consulted literature

Riksen-Walraven, J.M.A. *“Tijd voor kwaliteit in de kinderopvang”*. Amsterdam: Vossiuspers AUP, 2000

“BSO doe je zo!”

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading

Pedagogical policy plan HappyKids after-school care

The digital version of this file is always leading