

**bink** KINDEROPVANG

PEDAGOGICAL  
POLICY PLAN



HAPPILY   
GROWING  
TOGETHER



## FOREWORD

Children learn by playing with one another, by exploring and discovering, pushing their limits, having fun together and so much more. We guide children in their journey of discovery, and we do so with deep commitment and passion.

**Happily growing together** is what drives us here at Bink each and every day. Together with our staff members, parents and partners, we continue to evolve in order to meet the children's needs and help them to optimally develop themselves. With equal opportunities for each child. After all, our children are the future!

You can read more about our ambitions, insights and working method in this pedagogical policy plan. It is based on scientific insights and more than 30 years of practical experience. This pedagogical policy plan came about thanks to the efforts of many people: we developed it together. It serves as a guideline for our conduct.

I would like to thank everyone who worked on this plan and hope you will enjoy reading it. We want to stay fluid and continue to develop. This plan develops alongside us. Should you have any questions or remarks after reading it, we would enjoy talking to you about them. Will you let us know?

Monique Wittebol

*Chairman of the Board*



## READER'S GUIDE

This is Bink's **pedagogical policy plan**. It was written for parents, (new) colleagues and for anyone wanting more information about our practices.

This plan describes the mission, vision and core values we adhere to and how we view children. **“Happily growing together”** is the approach we take every day. How we do that is explained using the petals of our pedagogical flower. You will find plenty of practical information about our childcare in the chapter ‘Ins and Outs of the group’. We will also explain how, together with parents, we work on the children’s development and how we follow said development.

Our general pedagogical policy is laid out in this plan. Some aspects have been further developed in other documents, such as the work plans of individual locations. This text contains some references to these documents.

We continue to work on ongoing quality improvement and continually ask ourselves what a changing world demands of us. We base that improvement on the latest knowledge and insights. You will be able to read more about this in the last chapter.



# 1. WHAT DRIVES US

## Mission

At Bink, we all share the same mission. 'Happily growing together' is what drives us. We want the children to happily grow together, but we also want to continue to develop ourselves as a team. Together with each other and in cooperation with parents and other partners, such as schools.

## Vision

The world is in constant flux, and this demands something of all of us. We are continuously developing to meet the current needs. We are committed to equal opportunities for children, regardless of their backgrounds and abilities.

**We offer a high level of pedagogical quality, which allows children to grow into independent, social and resilient members of society, all while having fun.**

We work together with others involved in child and family care. Parents have confidence in our knowledge and expertise. We are a non-profit social organisation and a market leader in the region in childcare for 0-to-13-year olds.

## Core values

### Committed

We are committed to each other, the children, parents and colleagues, and enjoy working together. We trust each other and give and take responsibility. This is possible when you are curious and willing to try to understand each other. We express our appreciation for each other and are happy to give and accept feedback. This enables us to contribute positively to our own development and that of the organisation as a whole.

### Passionate

We are proud of our work and of Bink. We are passionate about our profession and the children and enthusiastically share our knowledge, ideas and experiences with colleagues, parents and partners. In this way, we inspire each other and happily grow together.

### On the move

We like to look ahead. We devise solutions to challenges we encounter, but, above all, we seize opportunities where we find them. We are creative and resourceful and aim to connect with each other. This motivates us and allows us to help each other and the organisation to continue to move forward and develop.

HAPPILY  
GROWING  
TOGETHER



## 2. HAPPILY GROWING TOGETHER

Children are the future. But what does the future demand of children? After all, the world is constantly changing. It begins with knowing who you are, feeling good about yourself and finding ways to connect with others and the world around you. It will not always be easy: things do not always turn out the way you want them to, which is why it is important to be able to see the possibilities, turn things around and keep going. At Bink, we guide and stimulate children in their development, so that they can enter the world as sociable, independent and resilient people who support one another and the world around them.

### How we view children

Children need each other to grow. We, as adults, stimulate and guide them in their development until they gradually come to depend on us a little less. They are naturally curious and eager to learn. They are able to playfully discover the world within a safe, enjoyable and challenging environment. Children who feel

good about themselves learn by trying. Through trial and error. This also teaches them to deal with changes and disappointments. They discover themselves and develop an understanding for one another through positive interactions with others. That is how children learn how to participate in society as independent, sociable and resilient beings.

### How we work

It is our job to provide children with a safe, enjoyable and challenging environment. Our own conduct and offering, the interaction between the children and the design of the space, play an important role in this. We believe in equality in the relationship between the pedagogical staff member and the child. We are therefore attentive to the children and treat them with respect. We work to create a positive dynamic within the group, in which children feel safe and reinforce each other socially. We offer a stimulating design of our indoor and outdoor spaces and provide challenging

play materials and exciting activities. We prefer to base our methodology on children's experiences in order to meet their interests and initiatives. In doing so, we create a facility that is safe, enjoyable and challenging and enables children to happily grow together.

### We adhere to four pedagogical principles:

- I have value
- Together with others
- Playfully exploring and discovering
- Exercise and balance

Our conduct in the group is governed by these principles. The principles are intrinsically linked and reinforce each other. A child who feels healthy and fit often feels good about him or herself. A child who feels good about him or herself will be more inclined to explore and establish social connections with other children. Positive interactions with other children in turn contribute to a positive self-image.

Together, these principles form a flower. The flower helps us to communicate with each other and with parents and partners about our pedagogical vision and policy.





I have value

Entering society as independent, sociable, and resilient people

**In order to develop a positive self-image, it is important for a child to feel safe and appreciated. The child needs room to discover his or her own limitations and push beyond them.**

We ensure a safe and enjoyable environment. Children have a fixed group with familiar faces, predictability and clear agreements. We devote a great deal of attention to and are interested in the children and subsequently cater to their needs. Regular contact with parents ensures that children feel a connection between childcare and home.

The group is a place where children discover who they are, what their talents are and what they find enjoyable. We offer boys and girls the same: cars and dolls are for everyone.

We operate from each child's personal strengths and focus on what type of support, if any, he or she might need. We offer children freedom and the confidence to make their own choices, make mistakes and take (acceptable) risks. We point out the things that go well and offer guidance in dealing with things that do not (yet). As children garner positive experiences while discovering their own abilities, their confidence grows. We encourage children to do things themselves, even when these are challenging. We believe in trying and practicing. For example, helping another child, building a very high tower, buttering your own bread, or simply quietly waiting your turn. We involve older children in thinking of, preparing and carrying out activities.

We believe in equality in relationships, including the relationship between the pedagogical staff member and child. This means that we treat children with respect. All pedagogical staff are trained in the Gordon Method, which focuses on listening to the child and communicating clearly, based on equality and respect. This enables us to pick up on children's signals, interpret them properly and offer a measured and appropriate response.

Conspicuous behaviour signals to us that a child is not feeling good about him or herself or has a lesson to learn, so we take immediate action.

We pay careful attention to the children. Are they enjoying themselves? Are they having fun with each other and the toys? Are they focused on their activity? Are they experimenting and practicing? We pay particular attention to the wellbeing and inclusion of the children, because we know from studies that when children feel good and feel included in play and by others, they develop optimally.



Happily growing together!

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**We, together, are what makes up society. Within the group, children develop social insight and social skills. We pay attention to how we treat the world.**

Living and playing together in the group on a daily basis provides countless moments to practice social skills. The group forms the basis for the childcare: we observe and promote the group dynamics and mutual interaction. We consider the group to be a good practice environment for children in which they can learn to deal with peers and adults while playing. We prevent bullying by paying attention to positive mutual

interactions and by discussing how we would like to treat one another. In the event of bullying, we take immediate action, with attention for the child that is being bullied and the child doing the bullying or allowing it to happen.

Those who know themselves are better able to form connections with others and give and take confidence and responsibility. We teach children to understand each other, take each other into account and help each other. We teach children to be interested in each other, for example by talking with each other about what a child has experienced. Where necessary, we also encourage them to inhabit the space around them more fully and to stick up for themselves. We prefer to work in small groups, as this tends to have a better effect on children's interactions. We place babies together on a play mat, so that they can see each other, discover and imitate each other and make contact. We stimulate positive interactions between children by offering activities in which they work together and learn from one another.

When playing together, it is important for children to be able to express themselves and feel understood. Some children aren't yet able to do so independently, in which case, we support them by articulating feelings and thoughts. We stimulate children to help each other, be aware of one another and to not exclude anyone. We give children room to choose who they want to play with, enabling them to establish friendships at a young age.

Different cultures and backgrounds come together in the groups. We share experiences, stories, video's and photographs in order to familiarise the children with the differences and similarities. This teaches them to understand, respect and appreciate others. We offer a diverse range of play material: for example, we read about Dikkie Dik and Anansi The Spider. We introduce children to global cuisine. In this way, there is something familiar for everyone and much to discover. Children enjoy celebrating each other's holidays. These moments allow them to build memories together.

The facility plays an important part in a child's upbringing, aside from the upbringing at home. We teach children to respect themselves, others and their environment. Together, we make the world a little bit better. We teach children to treat materials in the group well and to take good care of nature. We allow them to discover the outdoors. Sometimes, we might grow our own vegetables or plant flower bulbs. At the out-of-school care, we often talk about sustainability. How can we personally ensure a better world? We are often surprised by the ideas the children come up with.





**Children are naturally curious and eager to learn. They will be able to explore and investigate the world while playing in an enjoyable and challenging environment.**

We provide challenging play material and stimulating activities, preferring to base our methodology on children's experiences that meet their needs and initiatives. The spaces are well thought out and designed to be inviting, stimulating children's natural urge to explore.

The children playfully explore and play in various areas within the space. In a small shop, with building materials, at a table... Children sometimes feel the need to briefly retreat and play by themselves in a specific play area. Children love to do things by themselves and discover the different materials. We give them plenty of space to do so.

Meanwhile, we observe the children and enhance play with extra materials where necessary, for example by asking a question or joining in the game. During role play we might, for example, hand the child a wooden spoon and pot, so the 'the chef' suddenly becomes a 'real' chef.

We offer the children a challenging range. There is room for free play, and we work with structured and thematic activities. In doing so, we stimulate the development of the children's imagination and expression and the exploration of new materials (toys, but also ordinary objects like a sieve or a bicycle pump). They learn how to find solutions to







problems they encounter and discover their preferences. We give children the opportunity to discover various media. We read, watch, listen, play and do! This way, children expand their knowledge of the world and also learn to use new media in a responsible manner.

We often go outside and take the needs of the children into account when we do. Older children are often also allowed outside on their own.

The outdoor space offers an entirely new set of opportunities for discovery. Children discover their physical abilities and what they are able to do with stones, sticks, water and sand. They explore, build huts, thereby creating their own world. When children invent a game, we estimate the risks and refrain from getting involved too soon. Children learn through trial and error.

Discovery and exploration work best when there is a certain degree of difficulty or thrill. Will I be able to jump over that log? Will I be able to carry

all the cups in one go? Things may sometimes go wrong, or children may make mistakes. We appreciate children who try. Moreover: we trigger them by stimulating and asking questions that really make them think. Self-confidence increases when you have had to make an effort and finally succeeded. The journey is just as important as the destination.



**For optimal development, it is important for children to feel good about themselves, both physically and mentally. We value plenty of exercise, healthy nutrition and sufficient rest.**

Every development starts with movement. Movement stimulates the motor, cognitive and social-emotional development. We stimulate children to move and also challenge them in this. This enables them to get to know their own bodies and their personal physical and mental limitations. When children are encouraged to get plenty of exercise and discover that it can

be very enjoyable, they tend to continue to do it later in life.

A baby starts to roll around and crawl as soon as it is able to and is given plenty of space to do so. A toddler wants to zip up his own zipper or climb onto a chair, simply because he can. Children achieve the same milestones in their motor development. Every child does so in their own way and at their own pace.

Children get to know and use their own bodies well by being offered a wide variety of experiences. We consciously defy conventions in this by offering boys and girls the same. We let children discover their own preferences. Through enthusing and repetition, they become more adept, enabling us to enjoy moving (together).

Exercise ensures improved circulation to the brain, allowing children to concentrate longer and better. And by running, they learn to judge distance. Throwing a ball improves hand-eye coordination. Language also improves as children explore the space around them and their



world expands. Exercise has an effect on the cooperation between the two hemispheres of the brain, and thereby on the development of language and the brain.

Children who play together imitate each other and challenge one another. They learn to wait their turn, work together and what it means to be part of a group. Children discover what they are good at, which gives them confidence. By providing appropriate materials, space and plenty of knowledge on sport, exercise and health, we can ensure that children are getting exercise. They are surrounded by their peers and there is always someone who wants to play hide-and-seek, hopscotch or kick a football. Our sports supervisors organise many different exercise and sports activities and support their colleagues with their expertise and experience.

Aside from exercise, a healthy diet is important for the growth and development of children. Our foundation is healthy food. Provided that it does not conflict with special dietary restrictions or cultural eating habits at home, all the children can

participate in meals and snacks. We want to contribute to the children's healthy eating habits. We therefore offer healthy food such as vegetables and fruit, and drink as much water and tea as possible. We lead by example. When the children treat the group, we ask the parents to prepare a healthy treat.

We introduce children to and let them acquaint themselves with new flavours. This is how they develop a personal taste and their own preferences. We enjoy seeing children eating heartily, but also teach them to indicate when they have had enough. Parents are sometimes amazed by what their children eat when they are with us. We believe eating together is healthy, fun and educational. In order to appreciate food, it is important for children to know where our food comes from and how it is made. That is why we often cook together with the children at the out-of-school care or grow fresh produce like tomato plants.

Being active for an entire day takes a lot of energy. We believe periods of rest

are important for the general wellbeing. We make a concerted effort to give the infants and younger children good nap times. However, the older children also enjoy various periods of rest during the day. For example, by quietly listening to a song or reading a book. At the out-of-school care, there are quiet spaces that children can retire to, for example with a comic book.

We are eager to answer any questions parents might have about a healthy upbringing. We are always available to give pointers about exercise, diet and sleep. We occasionally organise parent evenings and involve parents in our exercise activities.





### On the shoulders of giants

Our pedagogical vision is not an isolated set of rules. We are building upon the philosophy of pedagogues, psychologists and other scientific and practical experts. They teach us to observe children and offer considered responses. We will delve deeper into the theories that particularly inspire us and make us who we are at Bink.

#### Emmi Pikler

Pikler believes that exercise, play and truly safe interactions during care are crucial for the development of young children and presumes that every child is born with a natural curiosity, desire for exploration and social competence. Pikler supports our vision of a child's autonomy. Making their own choices, experiencing things for themselves and freedom to explore at their own pace.

#### Janusz Korczak

Janusz Korczak is considered the father of children's rights and child participation. He formulated the law of respect, that states that I am

I and you are you and that we both have value and no one should suffer at the expense of another. Solutions should work for the entire group, and educators must assist in this. Children must live together with others and need assurances and stability to be able to do so. In order to grow, children must be able to take risks and experience adversity. These experiences will help them to grow as people and fellow human beings.

#### Loris Malaguzzi (Reggio Emilia)

Loris Malaguzzi is the founder of Reggio Emilia: a well-known pedagogical movement that presumes a strong, competent and curious child. He believes we must therefore give children freedom to experiment together and develop their own creativity. Loris Malaguzzi refers to the 'three pedagogues' of the group: the children themselves, the group supervisor and the physical space. The pedagogical staff member observes and listens to children, allowing him or her to join the child in his development.

#### Gordon

Gordon adheres to the principle of equality in conversation and the importance of building and maintaining a good relationship between adult and child through open, clear, respectful and empathetic communication. Gordon avoids using power. The use of power can have a negative effect, such as resistance, resentment, lying or fear and the loss of individuality. That is why the Gordon Method does not employ punishment or rewards, instead always searching for solutions that meet everyone's needs.

#### Carol Dweck

American psychologist Carol Dweck discovered that there are two types of mindsets: the fixed mindset and the growth mindset. Children with a fixed mindset believe that their intelligence and talents are fixed. 'That's just the way I am'. Children with a growth mindset regard intelligence and talents as characteristics that can be developed. They enjoy tackling new challenges, because they see it as a way to grow. 'I can't do it YET.' A growth mindset contributes to mental resilience and can

be developed. By offering specific encouragement and feedback, pedagogical staff members can stimulate this mindset. For example, with a compliment like "Well done, you've worked really hard for it."



### 3. INS AND OUTS OF THE GROUP

#### A fixed group for every child

Each child has his or her own group. At the facility for ages up to four years old, this is called the steady group and at the out-of-school care it is called the designated group. A steady group has its own group space where the children spend a large portion of the day. At the out-of-school care, spaces may be shared and there are often several spaces where children can play.

We believe the group to be a good environment in which to learn while playing. Children interact with other children, adults and cultures and a wide range of play material and activities. While playing, children learn from and with each other and the staff. This works best when they feel safe within the group. Each group therefore has its own space and the same pedagogical staff members: the staff that form the childcare in practice and supervise the children in the group. Each child has a mentor: a pedagogical staff

member who is the first point of contact for parents to discuss the development and wellbeing of the child.

#### Group size

The size of the group depends on the age of the children, the capacity at the location and the legal framework. The infant groups consist of no more than 13 children, the toddler (play) groups consist of no more than 16 children.

The maximum number in the designated group at the out-of-school care is 30 children. The pedagogical work plans of each location provide more specific information about this.

#### Number of staff members in the group

The number of staff members in the group depends on the age of the children and the group composition. The lower limit is included in the law (legal act quality of childcare). The law allows for some leniency at certain moments in the day.





The pedagogical work plan of each location offers a description of which moments we might choose to do so, such as during a lunch break when many of the younger children are asleep, or at the start or end of the day.

### In the group

#### Childcare

#### Infant groups (up to about 2 years old)

We adhere to the rhythm of the infants and try to match their home rhythms for eating and sleeping as much as possible. We have a group space specifically designed for infants in which each baby can move and grow. The staff members in the infant group have all had specialised training, aimed at supervising infants.

We offer young children plenty of freedom of movement and play material that stimulates exploration. This includes everyday objects, such as a sieve or plastic bottle containing macaroni. Children can discover each object and its function for themselves. This stimulates their curiosity, imagination and creativity.

During nappy changes or feeds, we interact with the child. We pay attention to facial expressions, movements and sounds, thereby learning what the child wants, enjoys and needs. We respond accordingly, in order for the child to feel seen and understood. These moments of undivided attention are important for building a trusted relationship with the child.

#### Toddler and pre-school groups (about 2 to 4 years old)

When we see that a child is ready and there is sufficient space, a child moves to the toddler and pre-school group. This takes place at around age two. In these groups, we work with a fixed daily rhythm and repetitive rituals centred around eating and sleeping. We ensure that children know what to expect and feel confident and safe. We are flexible in our adherence to the daily rhythm, adjusting the daily schedule in the event of a special activity or if the group asks for it. In doing so, we meet the children's needs.

Children tend to learn from playing. They learn from free play and from structured play supervised by adults. At the day care, we use the programme Developing While Playing. This is our own development-oriented method which we use to work with the toddlers. This programme was developed by our own pedagogues, in cooperation with the University of Utrecht.

We perform daily activities with the children in small groups, for children from the ages of two and three. This allows us to respond to the various needs of the children and the stages of their development. Pedagogical staff members enhance the children's play by asking questions and encouraging experimentation. For example, when the children are painting the staff member might ask: "What happens when you add the red paint to the yellow paint?" Utilising these activities, we stimulate all developmental areas in a playful yet very targeted way: motor-sensory, cognitive-language, creative-visual and social-emotional.

### Pre-school playgroup

At the pre-school playgroup, we adhere to a fixed daily rhythm. Shared moments are interspersed with activities in small groups. Shared moments contribute to the sense of community and getting to know each other. The small groups provide a sense of security and calm for the children, so that they can continue to develop at their own pace.

While playing, we stimulate various developmental areas. At most of the pre-school playgroups, we work with pre-school educational programmes that support us in this. Examples include Uk & Puk, Peuterplein and Speelplezier Antroverisie. Thanks in part to the utilisation of these programmes, we pay extra attention to language development in these groups. The goal is to give children the best possible start at primary school.



### Out-of-school care (bso)

When children attend primary school, they become increasingly independent. We allow children at the out-of-school care to choose what they want to do. Children can enjoy free play in different spaces: indoors and outdoors. Most locations have been designed so that children are free to move through various out-of-school care spaces. We organise daily activities almost every day for (and with) the children, such as sports and games, crafts, technology, theatre and music, nature and outdoor activities. To this end, we sometimes work together with clubs in the area. We stimulate children to participate in the activities, but we do not force them.

### Adjusting

In our first conversation with parents, we take the time to get to know each other and provide each other with information. We make agreements with parents about how to make the adjustment to a new environment as smooth as possible, in order for their child to feel safe with us. We also tell the parents who their child's

mentor will be. The mentor makes agreements with parents about the adjustment process.

When a child first attends day care, that sense of security has yet to be established. We spend a great deal of time on the adjustment process of children and parents, so that we get to know the children and build a bond with the parents. Together, we look at what the child needs to feel secure.

An adjustment period usually lasts an average of two weeks, in which child and parents have the time to adjust to the new situation at the day care.

The same pedagogical staff member, preferably the mentor, will guide the child in this process. There is a standard process of adjustment for young children, but this can deviate in consultation with parents. At the out-of-school care, we always make individual agreements about the adjustment process. In the pedagogical work plan of each location, a concrete description is given about adjustment in the groups at that location.



The mentor helps the child make contact with other children. In the case of younger children, the mentor stays nearby during the adjustment period, and articulates what is taking place around a child. In the case of older children, the mentor explains how things work to the group. This ensures that the child becomes aware of the other children and of what takes place in the group. The mentor closely observes how a child is feeling and articulates the emotions the child shows, if the child is not yet able to do so him or herself. This helps to make the child feel understood, feel safe more quickly and used to the new situation.

We give parents the freedom to call and check up on their child outside of the drop-off and pick-up times. Where necessary, we make tailored agreements with parents about the adjustment process. Once the adjustment period is over, we discuss the experiences of parents and child with the parents.

### **Food and drink**

Healthy nutrition is important for the growth and development of children. In our nutrition policy, we adhere to the guidelines of the Nutrition Centre (of the Netherlands) and our vision on nutrition as described in chapter 2.

We ask parents to inform us of their child's dietary restrictions in case of allergies to certain foods, so that we can take this into account. We always offer vegetarian options during lunch. We introduce children to and allow them to acquaint themselves with new flavours and various global cuisines. At some day care locations, we offer an extra hot meal.

### **Extra day and switching**

Parents can request extra day care days/ mornings or afternoons or switch a day or morning or afternoon. A child is welcome to attend (extra) day care outside his or her fixed day care times if the group size allows. How that works in practice and which rules apply is explained in the pedagogical work plan of the individual locations.

### **Use of interns and volunteers**

We believe it is important for our future colleagues to receive appropriate training and adequate practical preparation. At the Bink Academy, we train pedagogical staff members using a combination of theory and practice (BBL). We design this training in cooperation with a ROC (regional training centre). Students of different levels and from different courses work for us. Besides students, we sometimes also have interns join us for a societal internship for a limited period. They are never left alone with the children but are always monitored and supervised by a qualified member of staff.

Sometimes, volunteers come in and help with daily group activities. They might, for example, organise an activity or help in the care or read a book with the children. In our volunteer policy, we have included which rules apply to these types of situations and how they are applied.

In the various locations' pedagogical work plans, we describe in greater detail how students, interns and volunteers are deployed in the group.





## 4. COLLABORATING ON THE DEVELOPMENT OF CHILDREN

We carefully follow the development of each child and speak to the parents about this. If we notice anything unusual, we discuss whether additional measures are needed. In consultation with and with the approval of the parents, we may then speak to the school or the child health care centre.

### **Mentorship**

Each child has his or her own mentor. Parents and child meet the mentor during the introductory meeting. The mentor is a pedagogical member of staff from the child's own steady or designated group who interacts with the child on a regular basis.

At least once a year, the mentor invites parents to meet and discuss the development of their child. If the mentor notices anything particular in the child's development, we invite the parents to meet in the interim.

The mentor also ensures that the child receives the appropriate attention at his or her birthday, the birth of a brother or sister or during unpleasant events. The goal is for the mentor to see the child several times a week. The mentor is regularly present during drop-off and pick-up times to ensure in-person contact with the parents.

When the child moves to another group, we make agreements with parents about the completion process. The mentor invites the parents for a final meeting and discusses the transfer with the mentor of the new group.

### **Monitoring the development**

We monitor the development of children – from the first meeting until the final goodbye – using our child monitoring system 'Growing Together'. Each year, the mentor observes the child in different situations. The mentor looks at what the child is and is not capable of. And also





at the relationship of the child with other children and the pedagogical staff.

A happy child develops better. We call that 'wellbeing': a child feels content and at ease. The child is open, curious and confident. Engagement is also important for development. This pertains to how intensively and focused children play. And whether they are enterprising and actively seek new experiences. The more engaged children are in their play, the more they learn from it. The pedagogical staff take the wellbeing and engagement of the children into account every day. Furthermore, the mentor does this during the annual observation, using an observation tool developed by us.

Using these observations, we also monitor other aspects of child development in children up to the age of four, such as motor and language skills. At the pre-school playgroup, we use the CED group's observation tool 'Do Talk Exercise and Math'.

Aside from observation by the mentor, we ask the children at the out-of-school care to personally fill out a form. In this form, we ask them what they do and not enjoy about the out-of-school care and how they feel when they attend.

We discuss the child observations with the team and the parents. We make agreements with each other about how we to best safeguard the wellbeing, engagement and development of each child. We invite parents for an annual meeting. At the pre-school play groups, this meeting takes place twice a year. Interim meetings are always possible upon the parents' request.

The pedagogical staff members play an important role in signalling and talking about concerns about the safety and wellbeing of children. They have therefore been trained to use the reporting code for Domestic violence and child abuse. The location manager and special-task officer support them in this.

### Developmental irregularities

Occasionally, a child will behave in a way that demands extra attention or supervision, whatever the reason may be. It might also be that the parents are worried about their child. First and foremost, it is important for us to define the problem. We do that through extra observation. If necessary, the location manager and pedagogue will join in the observation.

We accommodate all children as much as possible. Including those who require extra supervision or care. Our pedagogical staff members are trained to recognise developmental problems. Since we observe children daily, we notice when a child might need more or another type of guidance. We are trained to support child and parents in this or to find more specialised support. To this end, we work closely with other organisations, such as the Centre for Youth and Families, Youth Healthcare and the healthcare teams at schools and healthcare institutions. We can – anonymously – ask questions when in doubt about the right course of action.



Collaborating on the development of children





In consultation with parents, we can also work more intensively with the child, if that benefits the development.

### Working together with parents

“Happily growing together”, also includes the parents. We believe that all parents should feel welcome at Bink. We want to build good relationships with parents. A good relationship between childcare and home ensures that children feel good in the group. A good relationship also provides a foundation for talks about the wellbeing, engagement and development of a child.

Drop-off and pick-up are important moments for personal contact with parents. We tell each other about the child’s experiences and how the child is doing. In case of any issues, we can agree to meet to further discuss these. We also communicate with parents via the parent app ‘My Bink’. Parents receive general newsletters from Bink and newsletters from the locations. We sometimes organise parent meetings on subjects that we would like to talk with parents about,

such as health policy. At the pre-school playgroups, we organise parent meetings for each theme and give parents tips on how to tackle the theme at home!

We explore new ways to involve parents in the day care, for example by sharing how we work on our website and during the introductory meeting. Examples hereof include a blog about language development in children and a video about Playful Development. The more parents know about the ins and outs at the facility, the better we are able to talk to each other about them. In addition, we believe that parents can benefit from our experiences.

We are naturally also interested in hearing how the child is doing at home. Things at the day care may be differ from home. Usually, this is not a problem, it is all part of the process and children are able to handle the differences. We invite parents to tell us when they prefer a different approach. Together, we subsequently explore the possibilities at the location, the framework of the pedagogical policy and the Childcare Act.





### The transition to school

When children turn four years old, they transition from the day care or the pre-school playgroup to school. We hand over the child's file with the observation reports to the parents. They are also presented with a transition form for the school, which includes the most pertinent information about the child's development.

We believe the school should receive proper information about the children attending for the first time. This information can help the teacher in group 1 to continue with the child's development. We therefore ask parents to give the file and the transition form to the school.

After a few weeks, the teacher may have questions about the child's development at school. In that case, the teacher is able to ask the mentor at Bink, who knows the child well. We do ask the parents' permission to talk to the teacher.

In some cases, it can be beneficial for the mentor to have a personal meeting with the teacher during the transition. We always do so for children who attend pre-school or early education, but also when a child presents with developmental irregularities or there are concerns. If this is the case, we also ask the parents' permission to talk to the teacher.

### To the out-of-school care

Starting school also signals the start of out-of-school care (bso) for many children. Children are then appointed a new mentor. When the child transitions to Bink out-of-school care, we ask the parents whether we are allowed to share information with the new mentor. This allows the new mentor to properly welcome and supervise the child at the out-of-school care. Should the child move to another organisation's out-of-school care, the parents can personally hand the transition file and transition form over to the new out-of-school care.





## 5. ON THE MOVE

The world is in constant flux. Insights into children and childcare also continue to develop. At Bink, we prefer to look ahead. We continue to learn and develop. The pedagogical policy is therefore not written in stone. It is the result of more than 30 years of cumulative childcare experience and new insights garnered over recent years. Over the coming years, we will continue to research and discover and refine our vision, working together in doing so with the University of Utrecht.

### Working on quality

Our team works to improve our pedagogical quality on a daily basis, each from within their own role. Our 'pedagogical quality and innovation' department focuses on the policy and its translation into practice. The pedagogues and quality advisors in this department develop instruments and tools that help the group. They coach our pedagogical staff members and offer guidance on questions. The sports supervisors and advisors stimulate and inspire us to find

different ways to keep moving with the children. They organise activities, help to think of activities for the group and teach us, together with the pedagogues, about the physical development of children. These professionals support the pedagogical staff members, who determine the quality of care in their direct contact with the group.

### Natural leadership

"Happily growing together" also applies to Bink's team. We have developed a vision of leadership that, together with our pedagogical vision, forms the foundation for our daily conduct.

*"Leadership is the ability to involve others in the achievement of goals, leadership belongs to everyone."*

We challenge each other to continue to develop. In our profession and our personal leadership. We place trust in one another and give each other space to learn. We speak respectfully about





our goals and the path towards achieving them. We reflect on our own conduct and show accountability for our work and personal life. We make choices, are solution-oriented and creative, and resilient in the face of change. We take responsibility in this and are able to explain our choices. We enjoy our work and are aware that children observe us too and that every day we all play an important part in leading by example.

### We continue to learn

We believe that our staff members should continue to develop themselves. That is why we invest extra time and energy in training, offering workshops, and coaching pedagogical staff members. We believe that learning and development should take place through training as well as through experiences in the group. As part of a continuous process in which staff members continue to develop themselves.

All our groups are pedagogically coached according to a fixed cycle. This allows staff members to ask questions and work on improvements together. In addition, the

staff member or location manager can also request tailored pedagogical coaching for specific issues.

We also continue to develop as an organisation. In childcare, we work with many (frequently legal) guidelines, protocols and policy points for quality and safety. We ask staff members to consider how these came to be and how they work in practice. In doing so, we establish a link between policy and daily practice. Furthermore, this allows us to involve staff members in the evaluation and improvement of our policy and protocols.

### What we work on

We will be reviewing some aspects of our policy in the coming years, such as our nutrition policy. In addition, certain subjects will gain importance and we will want to further explore and develop them.

### Growing together

We believe that listening to parents and children is important to the quality of care. Our care facility benefits from this and it is good practice for the children.

The collaboration with (social) organisations is also important to the care we offer. In general, and particularly for the care for children with different backgrounds and support requirements. That is why we work with institutions such as education, libraries, sports associations and healthcare partners. Where possible, we do this within an integrated child centre (IKC) where education, childcare and sometimes also other partners work together on child development. Working together with children, parents and partners is a priority for us.

### Media education

Children grow up with all types of media; from books to be read aloud to videos and online music and games. Media are fun and children can learn a great deal from them. The selection continues to grow, our society is becoming increasingly digitalised. We regard media as a tool to offer children different opportunities. It also raises questions. How do we teach children to have a healthy and balanced relationship with media? How and how often do we use digital

media? And how can we ensure that less digitally skilled parents remain involved as we continue to become increasingly digital? That is why we are working on our media policy!

### Diversity and citizenship

Society is diverse. At Bink we also see differences between families, such as their composition, cultural background, level of education, mother tongue and income level. We are here for all families. We want all children and their parents who join us to feel welcome, respected and valued. By us and each other. This is not always a given. We live in a society in which people live alongside each other and where the emphasis is increasingly on the differences. We want children to learn to live together in a diverse society. That is our goal.

## In conclusion

As we previously stated: we are in flux. We continue to learn, discover and explore. We do so together, with the children, their parents and our partners. If you should have any questions or comments after reading this pedagogical policy plan, we are more than happy to talk to you about it. Our door is always open to you. Will you let us know?

HAPPILY  
GROWING  
TOGETHER 





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TOGETHER

