

## Pedagogical work plan for the childcare centre



- *Spelend ontdekken en onderzoeken: learning by discovering and exploring*
- *Ik mag er zijn: I'm proud to be here*
- *Wij doen het samen: We're doing this together*
- *Bewegen en in balans: In motion and balanced*
- *Zelfstandig, sociaal en veerkrachtig de wereld in: Independent, social and resilient towards the world*

### Growing together with pleasure at Toermalijn childcare centre

#### Welcome to Toermalijn childcare centre!

This pedagogical work plan describes what a day at this location looks like and how the groups are organised. It also provides information on the most important agreements, such as our opening hours, activities and what to do in case of illness. This work plan is part of the Bink pedagogical policy. This pedagogical policy and more about the pedagogical flower can be found on the Bink website.

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## Our location

Childcare centre Toermalijn is located in the heart of the *Erfgooierskwartier*, within walking distance of the *Westerheide* and a short distance from the *Mediapark*. The location has a playful layout, with all kinds of nice corners, where children have plenty of room to play and discover. In the garden too, with a large sandpit, a willow tunnel to run through and lots of grass, the children can expend all their energy.

Toermalijn has a total of six groups. Two groups for the care of babies and toddlers, two groups for toddlers, and two international groups: one group for babies and one for toddlers.

Childcare centre Toermalijn is easily accessible from the *Mediapark*.

Toermalijn is housed in a spacious building with many play corners and a lovely play hall. The garden is specially designed to challenge the children to move, play and discover. There is a separate baby garden for the very youngest children.

We regularly take a group of children and the wagon for a walk in De Westerheide.

There is the option of choosing a fresh hot meal at lunch (instead of bread) or the children at the childcare centre.

Childcare centre Toermalijn also has two bilingual groups: international daycare. These groups are mainly intended for children from international families. These groups only make use of the hot meals.

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## 1. Ins and outs in the group

### **Getting acquainted and settling in**

During the first meeting with parents and carers<sup>1</sup>, we take the time to get to know and inform each other. We make arrangements with parents to ensure a smooth transition to the new environment in such a way that their child will feel safe with us. We also inform parents who their child's mentor is. The mentor is a fixed pedagogical staff member to whom parents can ask questions about their child's well-being and development. The mentor makes agreements with parents about settling in.

On average, a settling-in period lasts three days during which the child and parents can gradually get used to the new situation. A fixed pedagogical staff member, preferably the mentor, guides the child in this process. Acclimatisation is often tailor-made. The following are our guidelines for the settling-in period, but we deviate from them in consultation with parents or depending on the child's needs.

On the first day, the child is welcome from 9.30 to 12.30. The mentor is then available to pay extra attention to the child. The second settling-in moment is on the following day, when the child will stay a little longer, until 2.30. The third day, the child will be welcome

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<sup>1</sup> In In the pedagogical work plan, we mention parents where we obviously mean parents and carers

from opening time until 16.00 and the parents can pick them up again. After these three days, the child will come for full days. We keep a close eye on how he or she is doing in the group. During the settling-in period, the mentor watches carefully how a child feels, by, for example, staying in the child's sight as much as possible and bringing the child into contact with other children. As a mentor, you name what you are doing and what is happening around a child.

The mentor also names the emotions she sees in a child, making the child feel understood. In this way, a child gets used to the new situation, feels safe, pays attention to play and to what is happening in the group.

We always give parents the opportunity to inform us by phone how their child is doing, in addition to the pick-up and drop-off times. If necessary, in consultation with parents, we make adapted arrangements about settling in. Once the settling-in period is over, we will discuss with parents how they and their child experienced it.

Would you like to know more about what we think is important when acclimatising young children? Read more in chapter three of our pedagogical policy.

## **Dropping off and picking up**

Children can be dropped between 07.30 and 9.30 and picked up from 16.30 onwards. If parents wish to bring their child after 9.30 or pick them up before 16.30, they can do so, but we will ask parents to let us know in advance. We will then take into account that the child is not just in the middle of an activity or that we have an activity outside. At 18.30, Toermalijn closes.

If parents are unable to collect their child themselves on one occasion, we will ask them to let us know. This can be done through the parent portal. We do not give a child to someone else without the parent's permission.

## **When are we open?**

Toermalijn is open Monday to Friday from 7.30 to 18.30. Our childcare centres are open almost all year round. We are closed a few days during the year. You can find the closing days on the website.

## **Reporting absence**

We ask parents to let us know if their child will be absent. The pedagogical staff are then informed and can, for example, also tell the other children that one of the children will not be there that day. Parents can report absences through the parent portal.

## **Exchanging and extra days**

Parents can request an alternative day via the parent portal. Based on the group size, the group composition and the number of available pedagogical staff members, we will determine whether the request will be granted or not. For this, we will request written permission from the parent in advance.

A day can be exchanged within one week before, in the same week or within one week after the absent childcare day. A day in week 7 can therefore be exchanged with a day in week 6, 7 or 8. Exchange requests can be made up to 14 days before the requested day via the parents' portal. Via the parent portal, we will let you know whether the exchange day is possible. There is no charge for exchanging.

Parents can also request an extra day or half-day in addition to the regular childcare days. Whether a place is available on the requested day depends on group size, group composition and the number of available pedagogical staff members. Parents can request extra care up to 14 days before the requested day via the parent portal. The cost of the extra care day will be invoiced automatically.

For the child, it would be nice if the alternative or extra day care takes place in the child's own group, where familiar group members and pedagogical staff will also be present. If there are no places available in the child's own group, but there are places available in another group, we can place the child in the other group on that day. To do so, we will ask written permission from the parent.

## **What do we do if a child gets sick?**

If a child gets sick at the childcare centre or comes to childcare care being sick, we will first look at the general picture, that is the child's well-being. Does the child feel ill and/or does the child's behaviour indicate that he or she is ill? Does the child report pain, for instance, or is listless, cries a lot, has a fever, vomits regularly, has diarrhoea and does not want to eat and/or drink? When a child is sick, it needs attention and care. At the childcare centre, a sick child cannot get the attention and care it needs without affecting the other children in the group. This is unpleasant for both the sick child and the other children in the group. This is why we will ask parents to pick up their child, as the child cannot join the daily programme. If the parent cannot be reached on their own phone number, we will call the emergency number provided by parents in the parent portal. We request parents when changing their own number and emergency number to update this in the parent portal.

We follow the *GGD* guidelines in Bink's Sick Children Policy. This information can also be found on our website.

## **What do we do in case of a minor accident?**

In case of minor accidents, our pedagogical staff are trained to provide first aid. If medical assistance is needed, we will call the parent immediately and discuss who will take the child to the doctor. In urgent situations, we will call 112 and inform the parent as soon as possible. Until parents are present themselves, the pedagogical staff member will stay with the child.





## 2. A day at the childcare centre

### **A predictable daily rhythm**

Each child has a fixed core group. A core group has its own group room, where the children spend most of the day.

#### *Start of the day*

When parents bring their children in the morning, the children are welcomed, parents briefly enter the group, at the baby groups no more than 1 parent in the room, with toddlers no more than 3, and we briefly say goodbye. The pedagogical staff members are close to the children already present, e.g. they sit with the children on the floor. If there are two pedagogical staff members, one of them usually stays on the floor. This will keep children involved in their play as much as possible. If the pedagogical staff member guides the children in an activity, reading a book, for example, it would be nice for the children when the pedagogical staff member can continue as much as possible. Should the pedagogical staff member still be alone, she will interrupt this moment as briefly as possible to welcome the child who is arriving.



The pedagogical staff member ensures that the play area looks inviting and challenging, encouraging children play. Various play materials aimed at the different developmental areas are available. Each child starts the day in his or her own way.

Some children start playing immediately, whereas other children may want to sit with the pedagogical staff member or do something together with the pedagogical staff member. At the time of dropping off, there is brief space for parents to discuss important information about their child with the pedagogical staff member. Saying goodbye is not always easy. We ask parents to say goodbye briefly at the door of their child's group. This will help them stay more involved in their play. If, however, a child wants to wave by the window or door, they can do so.

A daily rhythm makes the day predictable for children and ensures that the childcare centre becomes a familiar place. With babies, we follow the child's rhythm as much as possible. Babies have their own sleeping and eating times. The older the child gets, the more he or she will follow the group rhythm, eating together at the table, for instance. In doing so, we always keep an eye on the individual needs of each child. A child can choose whether to join a group activity or play freely. Throughout the day, we follow a general rhythm with fixed times for playing, doing activities together, eating, drinking and sleeping. The daily rhythm is globally fixed, because if a child is tired, it can go to bed earlier, or if the children are still engrossed in their play, we have lunch a little later.

We have written about how the day proceeds in more detail in our pedagogical policy. In chapter three of the pedagogical policy you can read more about this.



## Bilingual childcare

At *Toermalijn*, two languages, Dutch and English, are spoken in two groups: Yellow Turtles (0–2 years) and Blue Turtles (2–4 years). The two group rooms accommodate many children whose home language is English or a third language. We also accommodate children who speak Dutch at home, but whose parents prefer bilingual care. For Dutch-speaking children, the English language is an enrichment. For non-native-speaking children, English is necessary to be able to move on to an international school or return to a country where English is the language of communication.

Article 1.55 of the Childcare Act describes that bilingual care is allowed as long as Dutch continues to play an important role and is spoken at least 50% of the time. This is also the case in these two groups.

### *Pedagogical principles*

Our pedagogical policy has four basic principles. These principles are not separate but reinforce each other. Offering bilingual care is in line with our pedagogical principles as described in our pedagogical policy.

- I'm proud of who I am: we offer children emotional safety by speaking a recognisable language. Children who do not speak Dutch receive extra attention in English when necessary for their well-being and involvement, for example during being comforted and settling in.
- Exercise and balance: Growing and learning take a lot of energy and learning two languages is an extra challenge. Lots and varied exercise and healthy food help children feel good, have more energy and motivation to learn new words and phrases in two languages. We ensure a balanced variety of the language offered.
- We are doing this together: different cultures and backgrounds come together in the group. Think of different foods, customs and rituals around parties and birthdays. We actively involve parents and connect with children's different experiences. This is how we learn to understand, respect and appreciate each other.
- Discovering and exploring by playing: We divide activities between the two languages. Sometimes we do a reading moment in Dutch and other times in English. The professionals always speak a fixed language, Dutch or English.

### *One Person One Language*

We use One Person One Language (OPOL) because this method helps children clearly distinguish languages and learn them better. There is a good balance between the two languages (50%/50%), so the children develop both languages equally well. Each professional always speaks the same language with the children; one professional only speaks Dutch, while another professional only speaks English. This way, the children know which language to use with whom and learn both languages without combining them. They get used to communicating in each language separately with different people.

### *Observing language development*

We monitor the development of all children through our child monitoring system. In the 'how do I talk' part, whether Dutch or English language development is observed, depends on the child's primary language. There are 15 observation points that relate specifically to language development. We also pay a lot of attention to well-being and engagement; here, too, bilingualism can play a role. The professional staff member always explains the observation during a parent meeting and in the observation form.

## *Language requirement*

The pedagogical staff members working in the bilingual groups speak Dutch and English. The Dutch language level is 3F and the English language level is B2. The staff member can speak, understand, write, read and listen to both languages fluently. This is important for cooperation and coordination with children, parents and colleagues.

- Speaking and understanding: The professional can have conversations with colleagues, children and parents on familiar topics, personal interests and subject matter topics with ease.
- Writing: The professional can write clearly, in detail, express an opinion and describe pros and cons of different options, for example in an observation or information transfer.
- Reading: The professional can read and understand texts of medium length, including pedagogical policies, various protocols and practices, and information transfer written by parents.
- Listening: The professional can follow (complex) conversations, e.g. from colleagues and parents and during in-service training.

## *Multi cultural*

Especially in bilingual groups, different cultures come together. We therefore focus on diversity of play materials and activities that reflect those differences. We also celebrate various festivities, depending on the specific parents and children using bilingual care at that time.

## **Sleeping at the childcare centre**

During the introductory meeting, we discuss the child's sleeping rhythm and sleeping rituals with parents. We will keep discussing this, because rhythms change. A child gradually grows into the rhythm of the group. Sleeping at the childcare centre is usually different from sleeping at home. The children sleep together with other children in one room.

We do our best to make sleeping as familiar as possible for each child by following set rituals, such as singing a song, and giving them their own cuddly toy and/or dummy. We have separate bedrooms and aim to have a child sleep in the same bed as much as possible. For babies, we have a sleeping bag to sleep in. We follow Bink's *Safe Sleep* procedure, which is based on national guidelines.

## *Sleeping for toddlers*

The toddlers go to bed at 12.45 for a rest, which applies to all groups. Rest times are tailored to the child's needs. Toddlers do not necessarily need to sleep. On the other hand, letting a toddler rest for a while can sometimes be necessary, if only to recover from the morning programme. The children in the *Gele* and *Rode reuzen* and Blue Turtles groups sleep in the bedroom. When toddlers no longer feel the need to sleep, they will continue

playing in the group room. One of the staff members is always present in the bedroom while the children are sleeping.

## **Physical care**

We ask parents to bring a dummy for their child and to provide a spare one to be sure that there is always a suitable dummy for the child.

In principle, we do not use potties at the nursery. These are less hygienic than the toilet, as they are difficult to keep clean. We have special toilets for toddlers, to enable the children to go to the toilet independently. The pedagogical staff member guides the children in going to the toilet independently.

## **Food and drink**

Our food choices are largely based on the disc of five and we are guided by the Nutrition Centre's 'I choose healthy' app. We choose vegetarian products and organic dairy products.

In the morning and in the afternoon, children are given a healthy snack, one moment being fruit and the next being vegetables. We choose fruit and vegetables that are harvested and sold in season. At noon, we have lunch with a bread meal/hot meal and give the children water, milk or tea to drink.

We ask parents to inform us if their child follows a diet or is allergic to certain nutrients, so we can take this into account.

If parents know that their child has a food allergy or intolerance, we would like to hear about this as soon as possible. This will help us to avoid offering a child something that is not suitable or even dangerous. If desired, we think with parents about alternative food products that are suitable for the child and fit within our nutrition policy. We deviate from the food policy if there is a medical reason and record additional agreements with parents in writing.

## *Baby*

The food for babies consists of formula or pumped breast milk. We have different types of bottles and teats. In consultation with the parent, we choose a type of bottle and nipple. We always take into account what parents find important when feeding and the feeding schedule.

We have various types of bottle formula. If a child drinks dietary or hypoallergenic food, we will ask parents to discuss this with the pedagogical staff member. When there is a medical reason for diet food, such as a cow's milk allergy for example, the diet food is covered by parents' insurance. It is possible that parents are advised dietary food by a GP or specialist when there is no reimbursement through insurance. We then will ask parents to consult with

the manager. The amount reimbursed from Bink is €10.00 based on a receipt from the drugstore.

### *Transition to solid food*

The transition to solid food is gradual and different for each child. For this, we consult carefully with parents: what is the child ready for and what can and may he/she eat and drink? We also find it important to communicate with parents when a child can start drinking from a regular cup. For teeth and speech development, it is important for children to start doing this at an early age. Around the age of six to nine months, children can already learn to drink from a cup.

### *Eating together*

We take our time for eating together and turn it into a pleasant moment. We engage the children in conversation and encourage them to talk to each other as well. The children sit in a small group with a pedagogical staff member at a set table. It is a moment where we involve the children by letting them help set or clear the table. While eating, the children are given the opportunity to do as much as possible themselves.

From their second birthday, children are allowed to use a safe children's knife to cut with under the supervision of the pedagogical staff member. We make this a special and festive moment. In this way, we involve children even more in what they eat and encourage independence and motor development.

### *Birthday treats*

We like to contribute to an unforgettable birthday, doing this in various ways, depending on the age of the child and what the child feels comfortable with.

Parents decide with their child whether or not their child wishes to treat. If parents and child choose to treat, we will ask them to choose a healthy treat that fits our nutrition policy. In this way, we ensure a healthy diet together. If parents are unsure what to treat, they can consult with the pedagogical staff. Online, on the Nutrition Centre site, for instance, parents can find examples of healthy treats.

Children will not be given unhealthy treats such as chocolate bars or crisps; these are not handed out in the group. The moment parents bring an unhealthy treat, it will be returned to these parents. We prefer to avoid such situations. If possible, we therefore coordinate with parents beforehand about the treat.

If parents do want to let their child treat, but prefer not to treat something edible, they can treat a gift for the group, their child's favourite game or book, for instance. We specifically ask parents not to hand out small, often unsafe, and plastic presents to all children.

Many parents choose not to let their child treat on their first birthday, since the child does not yet understand much about it themselves. This is a choice parents make. No matter what parents decide, a birthday is a birthday, and a party is part of it – we make sure of that!

Pedagogical staff also regularly receive treats, on birthdays or as a token of appreciation at another time. Again, we ask parents to treat in line with our nutrition policy, or something non-edible. Pedagogical staff members eat with the group and set an example. They eat any treats out of sight of children or take them home.

### *A party at the nursery*

If children want to, we celebrate his / her birthday at the childcare centre. The birthday child is in the spotlight and is allowed to treat. If children wish to treat, we will ask parents to make a healthy choice. Treats are handed out just before or after a meal, so as not to put extra strain on the teeth. If the treat is too much or does not fit within a responsible healthy treat, we may choose to give (part of) the treat to the children to take home.

As of 1 April 2023, we are working with a new nutrition policy that describes that we are allowed to make an exception 8 times a year with an extra celebration. Then it is allowed to deviate and offer tasty, other responsible snacks.

For more tips on treats, we refer parents to certain sites for ideas, such as Pinterest.

If you want to know more about what we think is important when it comes to eating and drinking, you can read more about this in chapters two and three.

### **Discovering and exploring by playing**

Playing and participating in activities can be enjoyed in different places: in the children's own group room, in other rooms, in the hall or outside, for instance. If a child is playing in a room other than the core group room, a pedagogical staff member will always be present. We always make sure that there are enough pedagogical staff members everywhere for the number of children present. The moment an activity is offered, we may deviate from the professional staff-child ratio (*bkr*).

At Toermalijn, the group rooms are spacious and bright. In the baby group rooms, we let the children discover as much as possible for themselves, the group rooms being laid out tranquilly, the children playing on the ground. In this way, they are challenged to explore on their own, thus developing their motor skills naturally.

Of course, we also go outside, where the babies have their own nice baby playground, where they can play and discover in complete safety.

The toddler groups have a great hall downstairs that is used a lot. There is a big wooden car, which the children love and take many trips in. There is a home corner, which is regularly decorated according to the current theme.



You will always find two nice theme boards there on which it is always easy to see which theme is currently being dealt with. It also invites the children to transform their play into this theme. For the 'coughing and sneezing' theme, for instance, a hospital is recreated in the hallway to allow the children to continue their play there in this theme.

The group rooms are challenging and cosily furnished with a construction and a home corner everywhere. Besides, there is also space for doing crafts and enjoying a game at the table.

As for the outside, we are proud of our large and nicely decorated garden, in which the children also enjoy playing. There is a willow grove, hills, a large sandpit and plenty of bikes, buckets and shovels.

## **Different family situations**

Days like Father's Day and Mother's Day are not natural for every child and may even bring uncertainty or sadness. We talk with children about relatives and family, which helps them understand that there are differences and that these are allowed to be there. Older children have more questions and often a clear opinion. They also like to hear from others how things are at home. We guide this conversation when necessary and name the differences so that each child can recognise themselves. In this way, we can prevent unintentional sadness or hurtful situations together. We do not make targeted crafts for Father and/or Mother's Day. If a craft has been made during that week and the child wants to take it home, that is fine. However, we do not make a craft with the whole group especially for this day.

### *Inside*

At Toermalijn, most of the group rooms are attached to each other. There are also large windows everywhere, so you can see each other well. It is therefore very easy and familiar for a child to 'neighbour' for a while. The dividing door can be left open, so the children can crawl and walk freely from one group to the other. By the way, this only happens if the time of day allows it, if, for example, some children have gone to bed or on a day when there are not so many children. In groups where this is not so easy and a child shows that he or she wants to 'visit' next door, one of the regular pedagogical staff members will accompany the child to 'hang out' in another group.

The toddler groups already do a lot together, both with the international group and with the Dutch-speaking groups. Particularly by playing together outside, the children know each other well and sometimes want to play together inside. If the size of the group allows it, we always make this possible for this precise reason, and welcome this independence.

### *In the garden*

Playing inside is different from playing outside. The outdoor space provides quite different opportunities to explore. Children discover their physical capabilities and explore what they can do with stones, sticks, water and sand.

When children come up with a game themselves, we assess what the risks are and do not intervene too quickly. Children learn from trial and error.

### *Our outdoor space*

Toermalijn is very happy with the very large garden the children use every day. There is a special baby garden where these children can play safely and protected. For the toddlers, there is huge space to ride bikes, climb, hide, swing and bake cakes in the sandbox. When the sun shines more often, large sunshades are hung, so there is plenty of shade and picnics can also be enjoyed outside.

When your child is still a baby, we also make sure he/she can get a 'breath of fresh air'. This can be in the pushchair, on a rug, or on the grass. We aim at going outside every day, even with the very youngest and also when it is a bit chilly.

Then the children are well wrapped up and, what is more, we have beautiful 4-seater carriages that can be completely covered and in. There are regular walks to the heath or just a stroll in the neighbourhood.

### *Outings in the neighbourhood*

Taking a walk, going to the library, bringing a letter to the letterbox is something we like to do. Going for a walk together in the carriage is always a little party the children always enjoy. During the introductory meeting, we ask your permission for these little outings.

Discovering and exploring by playing is one of our four guiding principles. You can read more about this in chapter two of our pedagogical policy.



### 3. Working together on children's development

We follow each child's development with great attention and talk about it with their parents. We inform each other about what a child has been through and how the child is doing. We also communicate through the parent portal. Parents receive general newsletters from Bink and newsletters from the locations.

#### **Mentor**

All group pedagogical staff are responsible for the care and supervision of all children. Each child has his/her own mentor, which is one of the pedagogical staff members. Parents and child are introduced to the mentor during the introductory meeting. The mentor is a pedagogical staff member of the child's own core group, who sees the child regularly.

If you want to know more about what to expect from a mentor, you can read about this in chapter four of our pedagogical policy.

#### **Monitoring development**

We track children's development, from introduction to leaving, with our child monitoring system.

Three months after placement, parents receive an evaluation form on their child's well-being and satisfaction. Parents can also make an appointment to look back on the first period.

Annually, the mentor observes the child in different situations. We invite parents to a meeting once a year. We share the observation report with parents.

We will make an appointment for an interim meeting if parents or the mentor need this.

Sometimes a child shows remarkable behaviour or needs extra attention and guidance for other reasons. Parents may also be worried about their child. We can offer support or find the way to more specialised support.

We work closely with *Youke* and *Stichting Buitenhuis*. Specialist staff of these organisations can provide support or extra guidance to the pedagogical staff and/or children in the group.

In our pedagogical policy, we give more information about how we work together on children's development. You can read about it in chapter four of the pedagogical policy.



## 4. Parental participation

### **The parents' committee**

The parents' committee consists of a number of parents who represent the interests of all parents at the childcare centre. The parents' committee helps thinking along about and advise on policy and practical matters at the childcare centre. The policy and agreements on health and safety, for example, are discussed annually with the parents' committee. What is more, they can also help organise a parents' evening and other festivities. The tasks and powers of the parents' committee are laid down in the parents' committee regulations. The parents' committee meets an average of four times a year and consults with the location manager.

Every location with fifty or more child places aims to have a parent committee (*OC*). If a location has fewer than 50 child places, we organise an alternative parents' committee. The names of the parents who are members of the parents' committee can be found on the board in the hall.

### **Communicating with parents**

We do everything we can to keep the quality of our care high and improve it where necessary. If parents are not satisfied with something, we will start by communicating with them to find a solution together. If we cannot reach a solution, there will be a complaints procedure. Parents can find all the information they need on the Bink website. *Disputes*

## *Disputes Commission for Childcare*

If parents are not satisfied with the handling of a complaint and cannot reach a solution with the management, they can submit their complaint to the Complaints Desk for Childcare (*Klachtenloket Kinderopvang*), located in The Hague, or to the Disputes Commission for Childcare (*Geschillencommissie Kinderopvang*). Information about this can also be found on the Bink website.





## 5. The group and the staff

### The core group

The child's permanent group is the core group. This group has its own name, its own room and its own pedagogical staff. Babies spend most of the day in their own group, with permanent faces. We ensure that there are always enough permanent faces in the group for the children.

When a child is a bit older, from about one and a half years, he or she more often goes outside to play or do an activity. However, each child eats and drinks in his or her own core group room and is cared for there.

Below is an exact layout of the core groups.

Name core group	Age grading	Maximum number of children	Number pedagogical staff
<i>Gele kabouters</i>	0-2 years	8	2
<i>Groene kabouters</i>	0-2 years	8	2
<i>Rode reuzen</i>	2-4 years	16	2
<i>Gele reuzen</i>	2-4 years	16	2
Blue turtles	0-4 years	16	3
Yellow Turtles	0-2 jaar	8	2

## **Regular faces for every child**

At Bink, we find it important that children feel comfortable and safe to ensure the optimal development. That is why every group has a fixed pedagogical staff member for each child. In principle, these are the permanently scheduled staff members working in the group on the days the child comes to the childcare centre. They know the children and provide the right guidance.

If the situation arises that, due to circumstances, one of the regular pedagogical staff members is not present, we may deviate from this and another member of staff can be appointed as the regular face for the children. This may be the case in special circumstances, absence or leave, for instance. In this case, another staff member can be appointed as the permanent face for the children for a maximum period of four weeks.

We then provide a familiar pedagogical staff member who temporarily takes the place of the permanent pedagogical staff member. This pedagogical staff member then cares for and supervises the children, to ensure emotional safety and stability. When assigning a temporary permanent face, we aim to use the same staff member as much as possible. A familiar face is defined as, among others: a flex pedagogical staff member, the (cooperating) deputy manager of the location, the location manager, a pedagogical staff member from another group at the location. In all cases, the staff member is someone known to the child and the group concerned. The previous list is non-exhaustive. In certain cases, someone else may also be designated as a familiar face. A staff member who is unknown and has not previously worked at the location cannot be designated as a familiar face to the children.

From 1 July 2024, advanced training staff or a trainee can also be designated as a temporary 'permanent' face in a group as a replacement. At the moment, a familiar staff member in training or a trainee, who is familiar with the children, can provide sufficient stability on the children in addition to a temporarily designated permanent professional.

Our consideration is, that at least one staff member is present with whom the children are familiar with. We go for responsible care. If no permanent or familiar pedagogical staff member is available, we will decide not to let the child come to the childcare centre, or close the group.

In our parent portal, all children's particularities are recorded, e.g. about sleeping or eating. We ensure that these details are always up to date, so that even in the absence of a regular face the children will receive the right care. Where possible, we also ensure a good handover of the group and children, in order ensure that substitutes always have the right information about the group and the children.

We inform parents of holidays or (long-term) absence of one of the regular staff via the parents' portal in good time and state the name of the substitute. This makes it clear to parents during which period there is a deviation from the basic schedule.

## **Second core group**

In holiday periods, when there are often fewer children present, a schedule is drawn up in advance, in which we record in which core group the children will stay. Again, we ensure that the children are accommodated in a maximum of one other core group and we deploy permanent pedagogical staff in the child's second core group. We inform parents about the holiday schedule in advance.

Before placing a child in a second core group, we will ask parents' permission.

## **Getting used to a new group**

When a child moves to a new group, he/she will need time to acclimatise. During the settling-in period, the current and new groups work closely together. The pedagogical staff member of the baby group joins the first settling-in appointments when possible. She is a trusted person for the child. She also will tell her colleague important information about the child.

If a child is not yet familiar in the group, we start with about an hour of play in the new group. We follow the child very closely and if the child expresses a wish to return to his or her own group, we can do so. Gradually, the child will stay longer in the new group, staying for dinner and sleeping afterwards, for example. We daily discuss with the parent how the settling-in process has gone.

Children from the baby group are getting used to a toddler group during an activity in the new group. When settling in during free play or during meals and drinks, we take into account the maximum number of children per group. During the settling-in period, we pay attention to all children. Children can return to their own group at any time during settling-in time. The place in their own group remains available for children who are settling in at another group. The activities at the settling-in group that children join are a Learning by Playing activity or a shared eating and drinking moment.

## **Opening hours and deviations of the staff-child ratio (*bkr*)**

Measures for the staff-child ratio are laid down in the Childcare Quality Act. By introducing the staff-child ratio, the law imposes requirements on the number of pedagogical staff to the number of children. In case of a continuous opening of ten hours or more per day, a maximum of three hours per day can be deviated from the required staff-child ratio and at least half the number of professional staff is deployed.

We continuously keep track of children's presence and absence in the group in an app on the tablet. The presence of the pedagogical staff is recorded in the staff timetable. The timetable also lists the pedagogical staff's breaks for each day. These planned breaks are included in this pedagogical work plan. (See the table below). When pedagogical staff members take a break, we take the situation in the group into account. A pedagogical staff member may take

a break slightly earlier or slightly later than the planned time, depending on the situation in the group. We deviate from the scheduled breaks for a maximum of 60 minutes. In this way, we ensure a quiet familiar group, ensuring emotional safety and stability, where the children are together with one or two other pedagogical staff members of that group. During the period that breaks are held, the proposal to the children is appropriate to the different *bkr*. An example of this appropriate offer is that we take into account the fact that fewer professionals are present at those times. Quieter, less challenging activities are then offered. An example could be reading a book, or free play in the group. We plan an outing, Learning by Playing or other challenging play when all the professionals are present.

If there is a deviation greater than sixty minutes from the scheduled breaks, the pedagogical staff will discuss this with the manager. If this becomes structural, the break times will be adjusted in the timetable and the pedagogical work plan.

Besides regular (lunch) breaks by the pedagogical staff members, short breaks can also be taken at the day's edges. Staff members work 9 hours in a day. We are open for 11 hours. At the beginning of the day and at the end of the day, not all children are present. At these times, we also adjust activities, so that these moments are quiet. By day edges we mean the period at the beginning of the day, when not all scheduled staff are present (yet), and the end of the day when not all staff are present (anymore).

On Wednesdays, the *gele reuzen* accommodate the *rode reuzen* from 7.30–8.45 am.

On Fridays, the blue turtles accommodate the *rode reuzen* and the *rode reuzen* accommodate the blue turtles, on early and late shifts.

Group <i>Gele kabouters</i>	Days	Pedagogical staff member	Duty hours	Break
	Monday to Friday	Pedagogical staff member 1	7.30—17.15	13.00–13.45
		Pedagogical staff member 2	8.45–18.30	13:45–14:30
Group <i>Groene kabouters</i>	Days	Pedagogical staff member	Duty hours	
	Monday to Friday	Pedagogical staff member 1	7.30—17.15	13.00–13.45
		Pedagogical staff member 2	8.45–18.30	13:45–14:30
		Pedagogical staff member 2		13:45–14:30

Group <i>Rode reuzen</i>	Days	Pedagogical staff member	Duty hours	Break
	Monday, Tuesday, Friday	Pedagogical staff member 1	7:30—17:15	13:00–13:45
		Pedagogical staff member 2	8:45–18:30	13:45–14:30
	Wednesday	Pedagogical staff member	8:45–18:30	13:45–14:30
	Friday	Pedagogical staff member	8:45–18:30	13:45–14:30
Group <i>Gele reuzen</i>	Days			Break
	Monday to Friday	Pedagogical staff member 1	7:30 – 17:15	13:00–13:45
		Pedagogical staff member 2	8:45–18:30	13:45–14:30
Group Blue Turtles	Days	Pedagogical staff member	Duty hours	Break
	Monday to Friday	Pedagogical staff member 1	7:30—17:15	13:00–13:45
		Pedagogical staff member 2	8:15–18:00	13:30–14:15
		Pedagogical staff member 3	8:45–18:30	14:15–15:00
	Friday	Pedagogical staff member 1	7:30–17:15	13:00–13:45
Yellow Turtles	Ma t/m vrijdag	Pedagogisch medewerker 1	7.30–17.15	13.00–13.45
		Pedagogisch medewerker 2	8.45–18.30	13.45–14.30

## Who work at Bink?

### *Staff, education and training*

At Bink, we consider sustainable employee development important. Every year, we compile a training plan based on our expertise promotion policy. This contains various training programmes, courses and workshops, which promote staff expertise for pedagogical quality improvement and/or personal development.

In addition, sustainable professionalisation of the pedagogical staff takes shape through coaching-on-the-job by the pedagogical coach. The pedagogical coach supports the pedagogical staff members in their pedagogical actions and provides pedagogical content

guidance of work and team meetings and workshops. The pedagogues also work closely with the location manager on the pedagogical quality at the location.

We closely follow new knowledge and insights from various disciplines (pedagogy, psychology, education) and we apply these in pedagogical practice whenever possible. This contributes to monitoring and guaranteeing the pedagogical quality in the groups.

### *Staff in training, the Bink Academy*

Bink employs students of various levels and courses. Most are training for a diploma that qualifies them to work in childcare. This may be a *BOL* (vocational training pathway) or a *BBL* (vocational guided learning pathway) route.

The *BOL* student is always supernumerary. The competences achieved determine what the student is allowed to do independently in the group, under the supervision and responsibility of a qualified colleague. This learning process involves the training institute, the group supervisor and the practical trainer. Together with the student, they determine which tasks and responsibilities the student will have. It may happen that a *BOL* student (at least second year) is deployed occasionally and during holidays at the group. This will always be together with an experienced permanent colleague. Both the training institute (transition certificate from year one to year two) and the manager, work supervisor and practical trainer have determined that the student may be deployed in the group under certain conditions (see the Childcare CLA, for example).

The *BBL* student always starts as supernumerary in the group. Depending on the competences obtained, the student will gradually work more and more on an intra-group basis next to a qualified colleague. The competencies acquired determine the *BBL* student's tasks and responsibilities. These tasks and responsibilities increasingly correspond to the work of the qualified pedagogical staff member. We register these in a tracking system (feedback/phase forms). This is transparent to the *GGD* supervisor. Together with the student, work supervisor, manager and practice trainer, we determine where the student is in his learning process.

Bink offers, as an extra addition to the training, the Gordon communication method, provides training on child abuse, Red Cross first aid courses and instructs students with image coaching.

There are also interns who come for a period of social or orientation work. They are never alone with the children, but always under the supervision of a qualified staff member. At a childcare centre, interns are allowed to:

- Play inside and outside with the children
- Read books to the children



- Play games
- Give bottle/fruit juice to a child under the supervision of a pedagogical staff member
- Assist during meals
- Help with household and group support tasks

## *Volunteers*

In addition to interns, sometimes volunteers work at Bink. At the childcare centres, volunteers come mainly to read to the children.

The way in which a volunteer is deployed, under the supervision of the pedagogical staff, is included in Bink's volunteer policy. In addition, a volunteer agreement is drawn up with each volunteer that includes tasks and responsibilities. Volunteers are always deployed on a supernumerary basis.

## *Tenants of Toermalijn*

Since 1 April 2024, the organisation *YOUKE* has been renting a group room from us for several years. Sound agreements have been made on the use of common areas, including the break room and the outdoor area. In every other area, *YOUKE* is completely independent and does not cooperate in any way. The children of our daycare and the children of *YOUKE* do not see each other, and sound agreements have been made about that too.

## **Appendix work plan temporary relocation of *kabouters* group (Dennen childcare centre) to childcare centre Toermalijn**

Due to work being carried out on the *Dennen* childcare building, it has been decided to accommodate the *kabouters* group, from Monday to Friday, at childcare centre Toermalijn, in the period from Monday 8 April to 3 June 2024.

Childcare centre Toermalijn temporarily houses 6 instead of 5 groups.

There has been communication to parents via the parent portal *Jaamo* about the arrival of the *kabouters* group at childcare centre Toermalijn. (News release early April 2024)

Two pedagogical staff members work at *Dennen* childcare centre per day.

A minimum of 2 staff members always open and close.

The fire plan has been discussed with the pedagogical staff present, as has the safety and health work plan.

We see no need to adjust our health and safety plan, as the age of the children in the *Kabouters* group fits within our own children's ages and does not pose any additional risks.