

## Educational work Plan Rembrandtplein



### Growing Together with Joy at After School Care Rembrandtplein

#### Welcome to Rembrandtplein

This pedagogical work plan describes what a day at this location looks like and how the groups are organized. It also includes important information such as our opening hours, activities, and procedures to follow in case of illness. This work plan is part of Bink's pedagogical policy. You can find more about the pedagogical policy and the pedagogical flower on Bink's website.

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#### Our location

Out-of-school care Rembrandtplein is located in a beautiful Dudok building. We share the building with IPS Hilversum and the International Playgroup, our English-speaking playgroup. Children receive a lot of individual attention. Out-of-school care location Rembrandtplein houses 4 Base groups.

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## 1. Ins and outs of the group

At the out-of-school care location, children come to spend their free time after a school day, or during holidays and days when school is closed. The out-of-school care location is a place where children feel at home, play, have fun and grow in their develop.

### Introductions and settling-in

#### *Introductions*

The (adjunct) manager contacts a child's parents approximately one month prior to their starting date. The intake consists of an indoor and outdoor guided visit of the location, an introduction to staff members and sharing information about the out-of-school care such as, among other, daily schedule, settling-in, activities, Jaamo, holidays, exchange and extra days, etc.

#### *Settling In*

Parents are informed about their child's first day of out-of-school care during the first introductory meeting. They are also told at what time they can come and pick up their child.



If parents are present or not during a child's first pick-up from school is dependent on the needs of each individual child.

Would you like to know more about what we find important during children's settling-in period? More information is available in chapter three of our educational policy.

### **Bringing and picking up**

#### *Out-of-school care*

Children are picked up from school by Bink staff members and picked up from the out-of-school care location by parents as of 5 p.m.. During school holidays and non-teaching days, children are brought between 8:00 and 9:30 am.

It is possible to bring a child after 9.30 or pick her/him up before 5 p.m., if parents wish to do so. However, we kindly ask them to inform us beforehand. We then take an alternative pick up time into account and prepare the child for this ahead of time. Out-of-School location Rembrandtplein closes at 6:30 p.m.

If parents are unable to pick up their child themselves, we will ask them to let us know. This can be done via My Bink, the digital parent portal. We will not allow someone else to pick up a child without the parent's permission.

### **Opening hours**

The Rembrandtplein location is open during school days from Monday to Friday from 2:30 to 6:30 p.m..

During school holidays and non-teaching days, this location is open from Monday to Friday from 8:00 am to 6:30 p.m.

Our out-of-school location is open almost all year round, except for a few days each year. You can find the closing days on the website.

### **Reporting absence**

We ask parents to let us know if their child will not be coming. The educational staff member can then also inform the other children that a child will not be present that day. Parents can report their child's absence via Jaamo.

## **Holidays, exchanging and extra days**

### *Discretionary days*

Every calendar year, parents get a number of discretionary days for each child. The number of days depends on the personal situation. With the all-in-one package, the parent gets 10 discretionary days per calendar year for each fixed childcare day during school weeks.

These days can be used as desired during holidays, non-teaching days, other school closures and as an extra day during school weeks. This is possible on every day of the week, even if it is not the regular day of care.

Parents can request an exchange day via My Bink. Based on the group size, the group composition and the number of available pedagogical staff members, we determine whether or not the request will be granted.

Exchanging a day is possible within one week before, in the same week, or within one week after the absent out-of-school care day. This means that a day in week 7 can be exchanged for a day in week 6, 7 or 8. Requesting an exchange day can be done up to 14 days before the requested day via the Jaamo. We will let you know if the exchange of the day is possible, also via Jaamo. There is no charge for exchanging a day.

Parents can also request an extra day or half-day, in addition to the regular out-of-school care days. Whether a place is available on the requested day depends on the group size, the group composition and the number of pedagogical staff members available. Parents can request extra out-of-school care up to 14 days before the requested day via Jaamo. The costs for the extra day will be automatically deducted from the discretionary days. When the credit balance of the discretionary days has been fully used, the costs for the extra out-of-school care day will be automatically invoiced.

For the child, it is best if the exchange or extra day takes place in his/her own group, where the familiar group mates and educational staff members will also be present. If there is no room in the child's own group, but there is room in another group, we can place the child in the other group on that day. In this case, we will ask the parent's written permission.

### **What do we do if a child falls ill?**

If a child becomes ill at out-of-school care or comes in already ill, we first look at the general impression he or she gives us and at the child's wellbeing. Does a child feel ill and does their behavior indicate that this is the case? Think of signs of pain, being clingier,



crying a lot, a fever, vomiting, and diarrhea or not wanting to eat or drink. If a child is ill, he or she needs care and attention. At playgroup, a child cannot receive the amount of attention he or she needs, without affecting the other children in the group. This is an unpleasant situation for the ill child and the other children in the group. This is why we ask parents to come and pick up their child if they cannot participate in the daily activities. If the parents cannot be reached on their own telephone numbers, we call the emergency telephone number given in Jaamo. We ask parents to please keep their own numbers or emergency numbers up to date via Jaamo.

In case of illness of a child, Bink follows the *illness policy* as defined by the GGD. This information is also available on our website.

### **What do we do if a child has an accident?**

If a small accident occurs, our educational staff members are trained to provide first aid. If medical assistance is needed, we call the parent directly and consult with them about who will take the child to the doctor. In case of emergency, we call 112 and inform the parents as quickly as possible. The educational staff member stays with the child until a parent is present.





## 2. A day at the after school care location

### **A predictable daily schedule**

In the afternoon, we pick up the children from school on foot, by van or by bike. Some older children go independently from school to the out-of-school care location, where they are welcomed by the educational staff member. Because several schools are linked to our out-of-school care, children arrive after school in groups at different times.

When children arrive at the out-of-school care location, they are enthusiastically welcomed by the educational staff members. The children hang up their coats and bags on the coat rack and, if necessary, the educational staff member will help them. Each child goes to his or her own Base group and, once all the children from the different schools have arrived, sits down at the table with the other children to drink and eat something. Eating and drinking is done in small groups so that each child gets all the attention he or she needs. At the table we have a pleasant conversation, with the educational staff member asking, for example, how the day at school went. This makes the children feel seen and heard.

When the children are still sitting at the table, the educational staff members tell them which group activities they can participate in. For the youngest and the middle group, pictures of the group activities are displayed on the activity board, and for the older children the group

activities are written on the activity board. After eating and drinking, the children choose with whom they want to play, in which activity they want to participate, or in which play corners or with which materials they want to play.

More information about the daily schedule can be found in chapter three of our educational policy.

## **Eating and drinking**

Our food choices are largely based on the de schijf van vijf (Wheel of Five) and we are guided by the “Ik kies gezond” (I Choose Healthy) app from the Voedingscentrum (Dutch Nutrition Center <https://www.voedingscentrum.nl/nl.aspx>). We opt for vegetarian products and organic dairy items.

During an afterschool care day, children receive two healthy snacks: one moment it's fruit, and the other, vegetables. We select fruits and vegetables that are harvested and sold during the season. We buy these from a local greengrocer. On Wednesdays, or days when the afterschool care is open all day, we have a lunch break with a meal consisting of bread, and the children are offered water, milk, or tea to drink.

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

If parents are aware of their child having a food allergy or intolerance, we would appreciate being informed as soon as possible. This allows us to prevent offering a child something unsuitable or even dangerous. If desired, we can collaborate with parents to suggest alternative food products suitable for the child and aligned with our nutrition policy. We deviate from the nutrition policy if there's a medical reason, and any additional agreements with parents will be documented in writing.





### *Sitting at the table together*

We take our time and enjoy our meals together. We engage children in conversations and encourage them to speak with one another. When we sit at the table, we split the Base group into two or more groups. Children sit with an educational staff member at a set table. We involve children by letting them help set and clear the table, and encouraging them to do as much as possible themselves.

### *Treats on Birthdays*

We love contributing to an unforgettable birthday experience. We do this in various ways, depending on the child's age and what the child feels comfortable with.

Parents decide with their child whether they want to provide treats or not. If parents and the child choose to do so, we ask them to opt for a healthy treat that aligns with our nutrition policy. This way, we collectively ensure a healthy eating pattern. If parents are uncertain about what to provide, they can consult with the pedagogical staff. Online, for instance, on the Voedingscentrum's website, (Dutch Nutrition Center <https://www.voedingscentrum.nl/nl.aspx>), parents can find examples of healthy treats.

Children do not receive unhealthy treats like chocolate bars or chips; these are not distributed within the group. If parents bring an unhealthy treat, it will be returned to them.

We prefer to prevent such situations. Hence, whenever possible, we proactively seek agreement with parents regarding the treat beforehand.

Find more about healthy treats in our flyer 'Bon Appétit, Having meals together at Bink.' Flyer can be downloaded from our website on the healthy eating page.

For parents who prefer not to offer edible treats, they can opt to treat the group with a gift, such as their child's favorite game or book. We explicitly request parents not to distribute small, often unsafe, plastic gifts per child.

Our pedagogical staff also occasionally receive treats, on birthdays or as a token of appreciation at other times. Here too, we ask parents to provide treats in line with our nutrition policy or opt for non-edible items. Childcare workers eat within the group and set an example. They consume any treats out of children's sight or take them home.

### *Celebrations at Afterschool Care*

Apart from birthdays, there are several festive occasions where we engage in special activities and offer food that might not align with the schijf van vijf (Wheel of Five). Additionally, we have 'specific' celebrations at our location, and we inform parents about these through our newsletter. We replace the usual snacks with something special and add something extra to lunch.

On these days, we enjoy getting involved in the kitchen with children. For instance, we bake cookies (pepernoten Dutch tradition during Sinterklaas time) or pancakes, make cold smoothies, hot chocolate milk, or a refreshing salad. This aligns well with our nutrition policy as long as it's not excessive and doesn't become a regular addition. We consume the hot chocolate milk as a snack or have pancakes instead of a sandwich.

Would you like to know more about our principles regarding eating and drinking? Chapters two and three of our pedagogical policy and in the leaflet 'Bon Appétit, Having meals together at Bink' provide further insights. The flyer can be downloaded from our website on the healthy eating page.

### **Playfully discovering and exploring**

Playing and participating in activities can take place in various areas within our facility. It happens in the child's own group space, in other areas like the hallway or outdoors. If a child

is playing in a different area than their base group, a pedagogical staff is always present, ensuring that there are enough staff members for the number of children present.

Almost all groups engage in daily crafting and drawing because children enjoy it and it contributes to their development. Exploring and experimenting with different materials stimulate a child's creativity. Activities such as tearing, pasting, cutting, molding, painting, carpentry, writing, sewing, and threading contribute to fine motor skills. We are always nearby to assist children when needed. Simultaneously, we encourage them to make their own choices, follow their ideas, and explore new possibilities. Our focus lies in engaging in the activity rather than solely the end result. This approach leads to unique personal artworks that align with the child's development and age."

At our Rembrandtplein location, there are four group spaces: one for the group Robijn, another for the group Koraal, a space (within the kitchen) for Violet, and a space for the Sierra group. Each area is designed to offer a diverse range of play and developmental opportunities. Various play corners are set up within these spaces, allowing children to engage in activities in small groups. For example, there's a building corner, a reading and quiet corner, a dressing-up corner, an arts and crafts corner, and a games corner. The Violet group space is less extensive and is solely used for the arrival snack time.

Apart from these group spaces, our Rembrandtplein afterschool care also provides all groups access to a gym, a kitchen, and a creatively art studio.

Upon arrival at the afterschool care, children are eager to know what activities are available. For the youngest and middle groups, we display pictures of the activities on an activities board, while for the older children, we note down the activities on a board.

During holidays, we offer a diverse range of indoor and outdoor activities and occasionally plan excursions. We communicate the program in advance, ensuring that children and parents know what to expect."

## **Various Family Situations**

Days like Father's Day and Mother's Day aren't necessarily universal for every child and can sometimes evoke uncertainty or sadness. We engage in conversations with children about family and home life, helping them understand that differences exist and are accepted. Older children often have more questions and a clear perspective. They also enjoy hearing about others' experiences at home. We guide these discussions when necessary, highlighting

differences in a way that every child can relate to. This approach helps prevent unintentionally creating a sad or hurtful situation.

## **Media smart**

Reading, listening, observing, playing and doing. This all possible with digital media. We make agreements and ensure a good balance when it comes to the use of digital media.

The educational staff members select computer games on the basis of age. The games are non-aggressive. Our internet connection has a safety filter. Telephone usage is determined and agreed upon in consultation with parents.

## **Playing indoors**

At the out-of-school care location, each child is in a base group that he or she leaves if he or she wants to play or participate in an activity in another room.

In the afternoon, children are allowed to be in other groups, except during meal and drink times. Meal and drink times always take place in their own base group. In principle, the youngest children find everything they need in their own base group room. They usually still prefer to play in their own familiar base group. We regularly offer activities in the gymnasium, kitchen, and artstudio, all located in the main building. This allows the younger children to become familiar with these spaces. The youngest children do not visit the upper floor, where the Sierra base group is located.

From an educational point of view, we also find it important to challenge children- and increase their self-reliance. That is why we occasionally offer children activities in different groups and in this way give them the opportunity to participate in a certain activity in another group room.

Children come up with their own games and activities arise spontaneously. The pedagogical staff members are present to help children get started or to offer extra facilities.

By making all spaces available to all children, they can choose their activities based on their needs. The diverse setup of the different spaces offers varying levels of challenge in material choices, such as a doll corner, playhouse, building area, reading corner, etc. The activities and materials in the group are age-appropriate. The number of children is considered in relation to the available space/area.

## Playing in the garden or on the playground

Playing indoors is different from playing outdoors. Outdoors, the children have more opportunity to move and movement is a means of development. That is why we go outside with the children as often as possible, Even when it rains a little or when it is cold. We stimulate playing outdoors because the open air and light are healthy for children and movement is important for their overall development.

The Rembrandtplein out-of-school care location has two outdoor areas at its disposal:

- the fenced playground/garden for the group of the youngest children with plenty of space for cycling, playing hide and seek and running around. There is a swing, a water fountain, an outdoor kitchenette, a jungle (climbing) gym with a slide and a sand box. When the sun shines more often, large shade cloths are hung over the picnic tables and the sandbox to provide shade.
- The playground at the front of the building has a swing, playground equipment, a ping pong table, a football cage, a tumble bar and space to run around, skate/roller blades and make use of snake bikes.

## Excursions

We like to go shopping with the children, visit the *Neuweg* playground, the heath, the library or the Hilversum museum.

During the introductory interview, we ask parents' permission for these kinds of small trips.

For outdoor activities, we make clear agreements about supervision and transport. We adjust the number of pedagogical staff members to the number of children. The number of pedagogical staff members for these small outings is as follows:

- For children aged 4 to 7: one supervisor for every seven children;
- For children aged 7 and older: one supervisor for every ten children (depending on the composition of the group).

The educational staff member always carries a mobile phone on outings and wears Bink clothing, so they are recognisable. The children wear a Bink vest over their own clothes in order to remain well visible to staff members.



Playfully discovering and exploring is one of our four principles. More information is available on this topic in chapter four.

## **Transportation**

### *Picking up from and bringing to school*

At the Rembrandt out-of-school care location, the children are picked up from school by educational staff members and drivers who are employed by Bink. The children are taken to the out-of-school care location by van, BSO-bus, on foot or by bicycle. The complete transport policy is available on request. Below you will find a summary of the main points of our transport policy.

### *Transportation to swimming lessons and sport clubs*

Movement by means of sport and play is something that we pay much attention to. During out-of-school care, children are given the opportunity to get their swimming diplomas. We provide transportation to several swimming pools and assist children before, during and after swimming lessons. In some cases, we also organise transportation to sport clubs. More information about swimming lessons and sport clubs is available on our website.



## *Bink-van*

The out-of-school care locations have their own vans to transport children. The staff educational members and drivers are informed of the agreements with schools and the route. They have passed an ANWB driving test for driving a van.

The rules in the van are:

- use of booster seats;
- a maximum of eight children on the van;
- always wearing safety belts;
- waiting with stepping out until instructed to do so by the supervisor;
- no bicycles in the van.

## *Walking*

Older children may walk or cycle to the out-of school care location on their own, if parents have given written permission for this in consultation with the educational staff members.

*The rules for walking are:*

- the children walk in front of the educational staff members; if there are several staff members present, the children walk in between them;
- the children check whether they can cross safely, but wait until the staff members indicate that they can also do this together;
- we cross the road in a straight line with the entire group;
- we walk on while crossing;
- if the educational staff member agrees, the children walk in pairs (depending on age, route and group);
- we always walk the same route from school to the out-of-school care location.

Children who walk to the out-of-school care location on their own, do so with parental written permission.

*The rules for cycling under supervision are:*

- when cycling in a group, the children cycle behind each other, or, if possible, in pairs;
- when accompanied by two educational staff members, the children cycle in between them, one educational staff member in front and one at the end;
- sitting on the back of another child's bike is not allowed;
- when crossing the road, the educational staff member in front indicates when this is possible and blocks the road for through traffic;
- children wait for each other on the other side, until the basic position (educational staff member in front and behind) has been taken again;

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- when accompanied by one staff member (max. 10 children), the educational staff member bicycles either in front or behind, depending on the composition of the group;
- the educational staff members wear Safety First vests (Veilig Verkeer-hesjes).

Children are allowed to cycle independently if their parents have given written permission. This has to do with differences in experience, skills and responsibilities of children and what the parents want. When cycling on outings, we prefer to do this with children aged 8 and older, also with parental permission. We also take a child's individual skill and feeling of responsibility into account.

*Bink-van* (previously an electric cargo-bicycle).

The staff educational members and drivers are informed of the agreements with schools and the route.

Agreements for out-of-school care pilot test bus:

- Maximum of 10 children in the out-of-school bus
- All children are seated and wearing their safety belts
- No bicycles in the out-of-school bus
- Educational staff members have passed their driving test and theory exam.

We put safety first and therefore have clear arrangements for the amount of educational staff members present during an activity. The number depends on the nature of the activity, the location and the group itself. We follow the legal requirements for child-care giver ratios. Children should wear a cap, sticker, T-shirt or vest with the Bink logo.

## **Company clothing**

Staff members wear recognisable Bink clothing during activities outside the out-of-school care location, in the schoolyard and during transport. We wear vests or shirts with the Bink logo.



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

We closely follow a child's development with much attention and often speak with parents. We share information about a child's well-being and experiences. We also communicate with parents via Jaamo. Parents receive general Bink wide, as well as location-specific, newsletters.

#### **Mentor**

All educational staff members of a group are responsible for the care and guidance of all children. Children have a steady educational staff member as their mentor. Parents and child meet the mentor during their first introductory intake appointment. The mentor is an educational staff member from the child's own group that he or she often sees.

Would you like more information about what you can expect from a mentor? Additional information on this topic is available in chapter four of our educational policy.



### **Following a child's development**

We use our development tracker system to follow a child's development, from the first meeting to saying farewell.

A mentor observes a child every year in different situations. We invite parents to come in for a conference after each observation and review the observation report together. If parents or a mentor wishes to speak about a child's development at another given time, an appointment is arranged for a meeting.

We work in a result-oriented fashion, meaning that we use the information gained during observations of a child's development to offer well-suited activities. These activities meet a child's needs and encourage developmental growth.

At times, a child will show a particular behavior or have another reason for needing extra attention and guidance. Parents may also be concerned about their child. We are able to offer parents our support or help them find their way to more specialized assistance.

Bink also works in conjunction with Youke. The specialized staff members from these organizations are able to provide extra guidance or support for the educational staff members and your child.

We have written about our joint working efforts towards children's development. This topic is addressed in chapter four.

### **Together with school**

The location manager is in touch with the schools connected to the out-of-school care location. The location manager makes arrangements about holiday dates and non-teaching days. We decide with the teacher where we pick up the children. We are responsible for the children from the moment that the teacher has handed them over to us.

The location manager has regular consultations with the school about the cooperation and arrangements made. Sometimes it is pleasant to discuss the policy or way of working with the school. If there is reason to do so, and only in consultation with the parents, we consult with the school about individual children.





## 4. Parental input

### The parent committee

The committee consists of several parents as representatives who represent the interests of all parents of the location. The parent committee is involved and advises on matters concerning the playgroup. Topics, such as for example the health and safety policy, are discussed and reviewed with the parent committee on a yearly basis. They also help organize parent evenings and other festivities. The tasks and authority of the parent committee are defined in the parent committee settlement agreement. The parent committee meets at least four times a year and consults with the location manager.

Every location with room for fifty children or more strives to have a parent committee. If a location does not have room for fifty children or if there is no parent committee, an alternative parent consultation is used.

In Jaamo, parents can see which parents are members of the parent committee.

In addition to a parent committee per location, Bink also has a central parent committee. The location's parent committee has given mandate to the central parent committee for subjects pertaining to all of Bink's locations. Some examples are the educational policy and the general nutrition policy.



### **Talking with parents**

We strive to provide the highest quality of care and to continuously improve where we can. If parents are not satisfied about a particular aspect, we first meet with them to discuss this and come to a resolution together. If it is not possible to resolve it in this manner we follow the complaint procedures as defined on Bink's website.

#### *Childcare arbitration committee*

Should parents not be satisfied with the handling of a complaint and are unable to resolve it with the direction, they can present their complaint to the childcare complaints office located in The Hague, or notify the Childcare Arbitration committee. Additional information can also be found on Bink's website.





## 5. A day at the afterschool

### The base group

Every child has a designated Base group. Children who form a group, such as "Koraal," are referred to as a base group. While children are always part of a base group, they play in various rooms throughout the day and interact with children from other Base groups.

Each base group is staffed with permanent pedagogical employees who know the children well and provide appropriate guidance.

Children are allowed to play in different areas or participate in activities. Our after-school care focuses on the overall development of children in a safe and stimulating environment. We aim to support their social, emotional, cognitive, and physical development through a diverse range of activities and play opportunities.

When a group activity is organized with more than thirty children participating, we ensure that permanent pedagogical staff from different base groups are present. We inform the children who their primary point of contact is. When conducting activities in small groups,

we discuss the activity with the children. If necessary, we also address behavior, for example, when using scissors.

Bink uses an online parent portal where details about all the children are recorded. We notify parents through the parent portal in advance about vacations or (extended) absences of permanent pedagogical staff, and the name of the replacement is provided. This way, parents can see the period during which the standard schedule with permanent staff is adjusted.

## **BKR Staff-to-Child Ratio**

### *Stability of the care*

We consider stability important for children; therefore, we aim for fixed group arrangement and a consistent daily routine, with as many pedagogical staff members as possible working with the same groups. This ensures that children have as many familiar and trusted staff members in their group as possible. Each pedagogical staff member serves as a mentor for a number of children in their base group

### *Number of staff members*

We apply the legal regulations concerning the calculation of the staff-to-child ratio. This means that the ratio between staff members and children is determined by the total number of children (from all base groups) within the childcare center.

### *Organization of Base Groups*

At this location, a maximum of 100 children aged 4–12 years are cared for.

### *Methodology and maximum size of the base group*

At this location, a maximum of 100 children aged 4–12 years are cared for.

Children are part of a Base group of up to 30 children. When forming the base groups, we consider the age of the children, their developmental stages, individual needs, the possibilities of the location, and the expertise of the staff.

### *Age composition*

In principle, children aged 4–12 years can be accommodated in all groups. Age is one of the main starting points for group division. Developmental stages and the needs of children are closely related to this. We also see that flexibility is important in group division. This allows us to better respond to the needs and development of the children. Therefore, we choose

not to enforce strict age limits for the different groups. The age arrangement between groups fluctuates with the composition of the total group of children at a location.

At the Rembrandtplein location, the children are grouped as shown in the table below:

Robijn	Youngest age group	4-12 jaar	Max 30 kinderen
Koraal	Middle age group	4-12 jaar	Max 30 kinderen
Violet	Oldest age group	4-12 jaar	Max 14 kinderen
Sierra	Oldest age group	4-12 jaar	Max 26 kinderen

There are 4 group rooms at the Rembrandtplein location:

Group	Group room
Robijn	Outbuilding, located on the schoolyard directly next to the main building
Koraal	Main building, first floor
Violet	Main building, first floor
Sierra	Main building, second floor

### *Staff placement*

When scheduling, staff members are assigned to a base group. The initial placement of staff across the groups is based on the number of children per group; the more children, the more staff members are assigned. This forms the starting point. Additionally, when creating the schedule, the following factors are considered, as they may influence the placement of staff members:

The age of the children;

Individual needs and developmental stages of the children;

Fixed group assignments, group dynamics, and familiar faces;

Talents and expertise of the staff members.

Furthermore, situational factors may arise that lead to adjustments in staff distribution, such as activities, emergencies, or the current group dynamics.

Generally, there are at least two staff members assigned to each group. An exception is Group Violet, which is a smaller group of older children with only one staff member. Group Violet is located in the kitchen next to the office on the same floor as Base Group Koraal.

On Mondays, Tuesdays, and Thursdays, the children have their meals in the kitchen. After eating, the children and staff members join Group Sierra for activities and free play.

On Wednesdays and Fridays, when fewer children are present in Group Sierra, the children from Violet are accommodated in the Sierra's group room. The regular staff member (and mentor) is available to all the children.

On Fridays, there are fewer children in Groups Robijn (outbuilding) and Koraal (main building, first floor), so there is only one staff member working at each group.

Children from Robijn and Koraal have their meals in their own group after school. After eating, joint activities for Groups Koraal and Robijn are offered in the main building. These activities take place in the kitchen, gymnasium, art studio, or in the group of Koraal or Robijn.

Despite the group rooms being somewhat separated, the staff and children from different groups stay connected through the use of shared facilities, such as the kitchen, art studio, gymnasium, and outdoor play area.

## **A second Base Group**

Sometimes we place children in a different group than their own base group. This can happen in the following situations:

When there is no availability in the base group on all days at the start of the contract (temporarily).

Base groups collaborate structurally on quiet days and during vacation periods: During these times, we may close one base group and place the children in another base group when there are few children present at the location.

– At this location, we place the children from Group Robijn into Group Koraal during study days and vacation weeks.

– At this location, we place the children from Group Violet into Group Sierra during study days and vacation weeks.

Parents can also find this information in the parent portal. Incidentally, because there are fewer children.

We ensure that the children are placed in no more than one other base group besides their own base group. We communicate this to parents and children so that everyone is aware of the group composition. We ask parents for written permission in advance for placing children in a second base group. This is always for an agreed period.

Childcare Across Multiple Centers (Clustering)

How we ensure responsible care is detailed in our pedagogical policy plan. On school-free days, children may be cared for at another Bink location. Regular staff members from the child's location accompany them to the other location, ensuring that there are always familiar faces for the children.

On school-free days, we use other Bink locations because there are generally fewer children present on these days. This ensures that children always have enough peers to play with and allows us to offer a more varied range of activities suited to the children's ages. These activities are interspersed with eating and drinking moments, making the day predictable and organized for the children.

We inform parents and children when childcare across multiple centers occurs on school-free days. This is not currently the case at our location.

## **Exchange or Extra Day**

Exchanging a day or requesting an extra day can be done through the parent portal. In consultation with the site manager, we determine if an exchange or extra care day is possible.

It is preferable for the child that the exchange- or extra day takes place in their own base group, where familiar peers and pedagogical staff are present. If there is no space available in their own group, but there is in another group, we can place the child in the other group for that day. We do ask for written permission from the parent for this. Detailed information about the procedure for requesting an exchange or extra day and the conditions is available in the parent portal.

## **Adjusting to a New Base Group**

When a child moves to a new base group depends on their age, development, and the availability of spots in the group. During the adjustment period, the current and new groups work closely together. The mentor from the current group accompanies the child during the initial adjustment meetings. The mentor is a familiar figure for the child and transfers relevant information to the mentor of the new group.

The adjustment period for children in a new base group takes place between the shared eating and drinking moments. After the first eating moment in their own base group, the child, along with their mentor, goes to the new base group.

The mentor then hands over the child to the new base group, where the child can participate in the activities offered in the new group. During adjustment periods that coincide with shared eating and drinking times, we ensure that the maximum number of children per base group is not exceeded. Attention is given to all children during the adjustment period. Children can return to their own base group at any time during the adjustment process. The spot in their own base group remains available for children who are adjusting to another group. We discuss with parents how the adjustment process has gone.

## Opening hours and deviations from the bkr (staff-to-child ratio)

Measures regarding the staff-to-child ratio (blr) are established in the legal decision on childcare quality. The implementation of the bkr sets legal requirements for the number of pedagogical staff relative to the number of children. For continuous operation of ten hours or more per day, such as during holidays and professional development days, deviations from the required bkr are allowed for a maximum of three hours per day. During these times, at least half of the required number of staff must be present.

The presence and absence of children are continuously monitored within the group using an app on a tablet. The presence of the pedagogical staff is documented in the staff roster. These scheduled breaks are included in this pedagogical work plan (see table below). The roster also includes the planned breaks for pedagogical staff for each day. When pedagogical staff take breaks, we consider the situation in the group. It may happen that a staff member takes their break slightly earlier or later than the scheduled time, depending on the group's situation. We deviate from the planned breaks by no more than sixty minutes. This ensures a calm and safe environment, safeguarding the emotional security and stability of the children. The children know they can go to the other pedagogical staff member in their base group. During the break periods, the activities offered to the children are suitable for the adjusted bkr. An example of this suitable offering is that we consider the fact that there are fewer staff members present at those times. Calm, less challenging activities are offered during these periods. Excursions or other highly challenging activities are planned when all staff members are present.

	Regular Day(s)	Shift	Wednesday	Friday
Group Robijn	Pedagogisch medewerker 1	14.00-18.30	11.45-18.30	14.00-18.30
	Pedagogisch medewerker 2	14.00-18.00	11.45-18.00	
Group Indigo	Pedagogisch medewerker 1	14.00-18.30	11.45-18.30	
Group Koraal	Pedagogisch medewerker 1	14.00-18.30	11.45-18.30	14.00-18.30
	Pedagogisch medewerker 2	14.00-18.00	11.45-18.00	



Group Karmijn	Pedagogisch medewerker 1	14.00-18.30		
Group Violet	Pedagogisch medewerker 1	14.00-18.30		14.00-18.00
Group Sierra	Pedagogisch medewerker 1	14.00-18.30	11.45-18.30	14.00-18.30
	Pedagogisch medewerker 2	14.00-18.00	11.45-18.00	

Study and holiday day(s)			
		Shift	(Scheduled) Break
Group Robijn	Pedagogisch medewerker 1	7.45-17.15	13.00-14.00 uur
	Pedagogisch medewerker 2	9.30-18.30	13.00-14.00 uur
Group Indigo	Pedagogisch medewerker 1		
Group Koraal	Pedagogisch medewerker 1	7.45-17.15	13.00-14.00 uur
	Pedagogisch medewerker 2	9.30-18.30	13.00-14.00 uur
Group Karmijn	Pedagogisch medewerker 1		
Group Violet	Pedagogisch medewerker 1		
Group Sierra	Pedagogisch medewerker 1	7.45-17.15	13.00-14.00 uur
	Pedagogisch medewerker 2	9.30-18.30	13.00-14.00 uur

## Which language do we speak?

At the Rembrandtplein out-of-school care location, we speak Dutch to the children. When children do not understand us, we switch to English. We invite children to speak Dutch.

## Who works for Bink?

### *Staff members, training and education*

Bink finds the sustainable development of its staff members important. An education plan is created on a yearly basis based on our educational policy, which promotes the development of professional expertise. Different trainings, courses and workshops are included that foster the expertise of staff members, addressing such topics as educational quality improvement and/or personal development.

In addition, educational staff members experience sustainable development by means of coaching-on-the-job from an educational coach. The educational coach supports educational staff members in their educational interactions by, among other things, on-the-job coaching, visual coaching and workshops. The educational coach focuses strengthening the educational staff members' interactive skills and result-oriented work. The coaches also work closely with the location managers on the location's level of educational quality.

We follow new knowledge and insights from different disciplines (education, psychology, education) closely, making adjustments as much as possible in our educational approach. In this way, we are able to enforce the educational quality in the groups.

### *Educational staff members in training: The Bink Academy*

Students of different levels and educational background work for Bink. The majority is following an education to receive a diploma that qualifies them to work in childcare. This can be a BOL (professional learning education) or a BBL (professional guidance education).

The BOL student is always scheduled as extra staff. The acquired competencies determine what the student can do independently in the group under the supervision and responsibility of a certified colleague. The educational institution, the work supervisor in the group and the work placement trainers are involved. The tasks and responsibilities assigned to a student are determined together. It is possible that a BOL student (minimum second year student) is at times and during holidays scheduled to work in a group. This is always with an experienced steady colleague. The educational institution (proof of transition from first year of study to second), the work supervisor, the educational coaches and the manager have determined together that a student is ready and, under certain conditions, (see collective childcare branch agreement, CAO) may be placed to work in a group.

The BBL student always starts as extra staff in a group. Depending on the acquired competencies, a student will gradually be allowed to work with a certified colleague. The acquired competencies determine what tasks and responsibilities are assigned to the BBL student. These tasks become more and more those of a certified educational staff member.



These are also registered in a learning feedback/evaluation system, which a GGD inspector can inspect. Together with the student, the work supervisor, the manager and the educational coach determine where a student is in their learning process.

As an additional educational component, Bink offers a Gordon–Communication training. Educational staff members are also trained in regards to child abuse and domestic violence, and receive a First–Aid training from the Red Cross. Students are also coached using visual feedback training methods.

At times, interns will follow a social or introductory internship at Bink. They are never left alone with children and are always under the supervision of a certified staff member. At a daycare or a playgroup, interns are able to:

- play indoors or outdoors with children;
- read children a story;
- play games;
- assist during snack time under the supervision of an educational staff member;
- help with group and household chores.

### *Volunteers*

Aside from interns, volunteers at times come to work. These volunteers help with daily activities within the group and are thereby involved with the children, by, for example, reading them a story or initiating an activity. You can find out how a volunteer is allowed to work under the supervision of educational staff members in Bink's volunteer policy. In addition, every volunteer signs a contract in which tasks and responsibilities are clearly defined. Volunteers are always extra in a group.

### **Differently Qualified Professional**

It is possible to employ differently qualified professionals, under certain conditions, in a formative capacity. A differently qualified professional is someone with a different professional background, talent, or expertise that allows them to enrich our range of activities and thereby contribute to the development of children. This includes areas such as music, art, or dance.

At this location, differently qualified professionals are not yet deployed as the sole caregivers, only in addition to the regular staff.