

Pedagogical workplan out-of-school care

Rembrandtplein bso

Hilversum

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"Dit Pedagogical workplan out-of-school care wordt beheerd in DVVS. Een print hiervan ligt op de locatie ter inzage. De locatiemanager maakt bij wijzigingen een nieuwe print vanuit DVVS."

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1. Welcome at

Introduction

This is our pedagogical work plan. It is the practical implementation of our pedagogical policy plan, which can be found on the Bink website: [Pedagogical Approach | Bink Childcare](#). In the policy plan, we explain the mission, vision, and core values that guide our work and how we view children.

In this pedagogical work plan, we describe how groups are organized at each location, what a typical day looks like for a child, how we monitor children's development, and how we shape our collaboration with parents.

Both documents are based on the Dutch Childcare Act (Wet kinderopvang) and Bink's quality framework.

Welcome

Bso Rembrandtplein is located in a beautiful listed national monument designed by Dudok. The building is shared with IPS Hilversum. We provide a lot of personal attention to the children. Bso Rembrandtplein has four base groups.

Out-of-school care is all about giving children the space to play freely, relax, and discover new things. During school holidays and teacher training days, the care is also available—provided there are enough registrations. We offer a warm and stimulating environment where children feel at home, can play, and grow.

There's always something to experience with us: we provide a safe, welcoming place where children can play with friends. We also regularly organize outings, such as trips to the playground, library, or a museum. Sometimes we go grocery shopping together or head out to explore nature—like the heathlands.

Language use

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Indoor spaces

At our Rembrandtplein location, there are four group rooms: one room for the Robijn group, one room for the Koraal group, a room (in the kitchen) for Violet, and a room for the Sierra group.

Group | Group room

Robijn | Annex building, located on the school playground directly next to the main building

Koraal | Main building, second floor

Violet | Main building, first floor, in the kitchen

Sierra | Main building, first floor

Each group room is set up to offer a wide variety of play and development opportunities. In the different group rooms, various play corners are arranged, allowing children to play in small groups. For example, there is a building corner, a reading and relaxation corner, a dress-up corner, a craft corner, and a games corner. The group room for the Violet group is less extensively equipped and is only used for snack time upon arrival at the after-school care.

In addition to the group rooms mentioned, Bso Rembrandtplein also offers all groups access to a gym on the ground floor, a kitchen on the first floor, and a creative art studio on the second floor.

Outdoor spaces

Outdoor play offers children different opportunities than indoor activities. Outside, they have more space to move around freely and develop a wide range of motor skills, this forms the foundation of healthy development. That's why we take the children outside as often as possible.

Even in light rain or cold weather, we dress warmly and splash through puddles in our boots. On sunny days, we provide plenty of shade using large sunshades.

We encourage children to explore their limits while avoiding major risks. Falling and getting back up again is part of the learning process and supports their growth.

Bso Rembrandtplein has two outdoor spaces available:

- **The fenced playground/garden:** this is where the youngest children play, with plenty of space to ride bikes, play hide-and-seek, and run around. There is a swing, a water fountain, an outdoor play kitchen, a climbing/play structure with a slide, and a sandbox. When the sun shines more often, large sun shades are installed, for example above the picnic tables and the sandbox, to provide enough shade.
- **The playground at the front of the building:** this is where all children play, with a swing, a play structure, a ping-pong table, a soccer cage, a climbing frame, and space to run, skate/rollerblade, and ride “snakebikes.”

Accessibility and opening hours

Opening hours on regular school days	Monday to Friday, from 7:30 AM to 6:30 PM
Opening hours during holidays and teacher training days, provided there are sufficient registrations.	Monday to Friday, from 8:00 AM to 6:30 PM

A few times a year, our locations are closed. You can find the closure days on our website: [Closing days 2025](#). The location manager receives the holiday and teacher training day schedules from the schools affiliated with our out-of-school care.

On regular school days, children can be picked up from out-of-school care starting at 4:30 PM. If a child is allowed to go home independently, we make clear agreements with the parents. This usually takes place between 4:30 PM and 6:30 PM. The location closes at 6:30 PM.

During school holidays and teacher training days, children can be dropped off between 8:00 AM and 9:30 AM and picked up from 4:30 PM onwards. If parents wish to drop off their child after 9:30 AM or pick them up before 4:30 PM, we kindly ask that they inform us in advance, this helps us plan activities and outings effectively.

If parents are unable to pick up their child themselves, we ask them to notify us via the parent portal. Without prior permission, we will never release a child to someone else.

Absence, swapping days, and additional care

If a child will not be attending out-of-school care on a scheduled day, we ask parents to notify us through the parent portal. This keeps our pedagogical staff informed and enables them to explain the absence to other children if needed. It also opens up space for other families who may wish to request an extra day or exchange a care day.

Parents have pre-agreed fixed care days. However, sometimes care may be needed on a different day. In such cases, a swap day can be requested, or—if preferred—an additional care day can be arranged.

Swapping or requesting extra care days is a complimentary service offered by Bink, depending on availability. We assess each request based on group size, group composition, and the number of available pedagogical staff.

Each request is evaluated individually at the location to determine whether care can be provided on the desired day. Whenever possible, we aim to place the child in their regular group, where they are familiar with the other children and staff members.

If no space is available in the child's regular group but another group has availability, we can offer placement in that group—this will only happen with the parent's written consent.

For detailed terms and conditions regarding swaps and additional care days, please refer to: [Exchanging and Requesting Extra Days at the buitenschoolse opvang VSO_2024.pdf](#)

Transport from school to out-of-school care and sports clubs

Children who come to play with us are picked up from school by Bink's pedagogical staff and/or drivers. During after-school activities, on the school grounds, and during pick-up and drop-off, they wear recognizable Bink uniforms.

We arrange a fixed pick-up point with each school, usually on the school playground. We are responsible for the children from the moment the teacher hands them over to us.

We follow strict safety protocols. The full transport policy is available upon request. Below are the key principles:

Transport by minivan

Our out-of-school care service has its own minivans, each of which can transport up to eight children per trip. Pedagogical staff and drivers are well informed about the arrangements made with schools and the planned routes. All drivers hold a valid driving license and have successfully completed an additional driving assessment.

BSO Bus (formerly Stint)

When walking or cycling is not feasible, we may use a BSO bus. This vehicle is preferred over a minivan because it is more sustainable and better suited for navigating the busy, narrow streets near schools.

BSO bus drivers hold either a valid driver's license or at least a theoretical driving certificate, and have completed a special certification required to operate this vehicle. They are also well-informed about the routes and the arrangements made with the schools.

Walking transport

The number of pedagogical staff accompanying walking groups is based on the same child-to-staff ratio (BKR) as at the location itself. Children wear safety vests while walking. Older children may walk or cycle to the care facility independently, provided written permission has been given by their parents. A fixed route is always followed from school to the out-of-school care location.

Cycling

For cycling transport, a minimum of one pedagogical staff member per five children is required. Both children and staff wear safety vests. Children are not allowed to carry each other on the back of their bikes. However, a staff member may transport a child on the back of their bicycle, provided the child is under 8 years old and seated in an approved child bike seat. Children aged 10 or older, or weighing more than 35 kg, are not transported in this manner.

Transport for outings

For outings—such as visits to the playground, library, or museum—we ask parents for permission in advance. The mode of transport depends on the destination. There is always sufficient supervision in accordance with the applicable child-to-staff ratio. Pedagogical staff wear recognizable Bink clothing and carry a mobile phone for safety. Children wear a Bink safety vest for increased visibility.

Bijlage 1: Transport numbers.jpg

Transport to swimming lessons and sports clubs

Physical activity and sports are important parts of our out-of-school care program. On care days, we offer—when possible—free transport to sports clubs and swimming pools. Parents can register their child for this service each school year through our website.

Each year, we assess whether we have enough vehicles and drivers available to meet the demand. During these activities, our staff wear easily recognizable Bink uniforms. More information is available on our website: [Transport to Sports Clubs and Swimming Lessons](#).

1.1.1.1 Key Points from Our Transport Policy

The full transport policy is available on request. Here is a summary of the most important points.

Bink Bus

The after-school care centers have their own buses to transport children. Childcare staff and drivers are familiar with the agreements with schools and the route. They have successfully completed an ANWB driving test for bus driving.

Bus rules:

- Use booster seats;
- Maximum of eight children in the bus;
- Seat belts must always be worn;
- Wait to exit until instructed by staff;
- No bicycles in the bus.

Walking

Older children may walk or cycle to the after-school care independently if parents have given written permission in

consultation with the childcare staff.

Rules for walking:

- Children walk ahead of the staff; if multiple staff members are present, children walk between them;
- Children check if it is safe to cross but wait until staff signal that it is safe to cross together;
- Cross in a straight line as a group;
- Keep walking while crossing;
- Children walk two by two if agreed by staff (depending on age, route, and group);
- Always follow the same route from school to the after-school care.

Children walk independently only after written parental permission.

Rules for cycling under supervision:

- When cycling in a group, children cycle one behind the other or, if possible, two side by side;
- With two supervising staff, children cycle between them, one staff member in front and one at the back;
- Children do not ride on each other's bikes;
- When crossing, the lead staff member signals when to cross and blocks the road for traffic;
- Children wait on the other side until the base positions (staff in front and back) are restored;
- With one supervising staff member (max. 10 children), the staff member cycles at the front or back depending on the group composition;
- Staff wear "Veilig Verkeer" (Safe Traffic) vests.

Children may cycle independently if parents have given written permission. For cycling outings, we prefer children aged eight and older, with parental permission, considering the child's individual skills and responsibility.

BSO-bus (formerly Stint)

Childcare staff and drivers are familiar with the agreements with schools and the route.

BSO Bus rules:

- Maximum 8 children in the BSO bus;
- All children seated with seat belts fastened;
- No bicycles in the BSO bus;
- Staff have completed the driving test and theory exam.

Safety and supervision

We prioritize safety and carefully determine the number of staff present during activities. The number of staff depends on the activity, location, and group composition, following the legal staff-to-child ratios. Children wear a cap, sticker, T-shirt, or vest with the Bink logo.

2. Pedagogical approach, providing responsible childcare

Introduction

We provide responsible childcare with a strong focus on the overall development of children. We translate the four pedagogical goals outlined in Dutch legislation as follows:

Sensitive and responsive interaction

We build a trusting relationship with children through a loving and attentive approach. We encourage independence and, within a clear structure, offer space for children to explore and discover their interests and abilities through play. Children are guided in expressing their thoughts and feelings, so they feel heard and seen. They also learn to resolve minor conflicts on their own, with our support when needed. In this way, we offer emotional security and a sense of safety, while fostering children's autonomy.

Development of motor, cognitive, language, and creative skills

Our range of activities aligns with the zone of proximal development and the interests of the children. By offering a variety of activities, we stimulate well-rounded development. We place great importance on frequent and diverse physical activity and often play outdoors. We support language development by setting a good example ourselves: we explain, ask open-ended questions, and describe what we are doing and observing. Books and inviting reading corners are always available.

Guiding social interaction and the development of social knowledge and skills

We foster a sense of community and encourage interaction among children, for example by involving them in planning activities together. We help children learn to stand up for themselves while also respecting others. Within the group, children learn to express themselves and listen to one another, which supports the growth of social knowledge and skills. This helps them to independently form and maintain friendships. Our pedagogical staff are trained in the Gordon Method and use group rules to promote respectful behavior. In this way, children learn to make choices and build meaningful relationships.

Introducing commonly accepted values and norms

We guide children in their interactions so they become familiar with commonly accepted values and norms. We explain rules and make agreements together about how we treat each other and our environment with respect. Agreements are upheld, conflicts are resolved through discussion, and bullying is not tolerated. We talk about similarities and differences, and we give attention to diverse cultures, for example, by discussing cultural traditions such as birthdays. In all of this, we show respect for each child's personal autonomy.

3. Pedagogical practice

Introduction

Our pedagogical framework has been translated into four principles.

- I have value: A child develops a positive self-image when it is given space and feels safe and valued and can explore and push its own boundaries.
- Together with others: Society, that's what we are together. Within the group, children develop social insight and social skills. Together we make the world a little more beautiful.
- Playfully exploring and discovering: Children are naturally curious and eager to learn. In a pleasant and challenging environment, they explore and investigate the world in a playful way.
- Exercise and balance: For optimal development, we think it is important that children feel good about themselves physically and mentally. Sufficient exercise, healthy food and rest contribute to this.

These principles form a flower, which guides our daily actions in the group. They help us support children in becoming independent, social, and resilient individuals. In our pedagogical policy plan, the flower and the four principles are further explained.

Getting acquainted and settling in

Approximately five weeks before the start of childcare, we contact parents to schedule an introductory meeting. This meeting usually takes place about two weeks before the child starts at the location, so we can also give a tour at the same time. Of course, the child is very welcome to join!

During the meeting, we take the time to answer parents' questions and explain our pedagogical approach. We also go over practical matters such as pick-up arrangements, holidays, and the daily routine.

We ask parents to share a bit about their child—habits, preferences, personality—so we can get to know them better and tailor our care accordingly. Any important information is recorded in our parent portal to ensure that all pedagogical staff are well informed.

Finally, we discuss the importance of a calm settling-in period and make joint agreements about the start of care.

All pedagogical staff share responsibility for the day-to-day care and guidance of the children. In addition, each child is assigned a mentor—a regular staff member from their core group who sees the child frequently and pays extra attention to their development.

Parents and children meet the mentor during the introductory meeting. The mentor closely monitors the child's development, conducts an annual observation, and invites parents to discuss the findings together.

If there is a change of mentor, we inform parents through the parent portal or in a personal conversation. The introductory meeting is an important part of our child monitoring system. You can read more about the mentor's role in Chapter 4 of our Pedagogical Policy Plan.

Settling-in moments

When a child starts at out-of-school care, it's important that they have time to adjust. A smooth settling-in period contributes to emotional security and a positive start. These settling-in moments can begin from the official start date of the care contract.

We usually make arrangements for this during the introductory meeting. We explain that each child reacts differently: some feel at ease right away, while others may need more time. Typically, we plan one or two settling-in visits. Sometimes we ask parents to pick up their child a bit earlier if the afternoon feels too long, or we schedule additional settling-in moments when needed.

For the first school pick-up, we invite parents to walk with us to the out-of-school care location, so their child feels extra supported.

For children transitioning from a daycare or preschool located in the same building as our out-of-school care (such as in an integrated child center or community school), early settling-in may be possible. These children can sometimes join shared activities or participate in meals and snacks at out-of-school care before their official start. This is always coordinated with parents and staff, taking into account group size and the child's sense of familiarity and security.

Of course, we keep parents informed about how the settling-in process is going, and we discuss together what their child needs to feel comfortable and at home.

Evaluating the settling-in period

Approximately six weeks after a child starts in their (new) group, we invite parents for an evaluation meeting. Together, we discuss how their child is feeling, how the settling-in process has gone, and whether there are any questions or concerns. We also explore whether any additional arrangements are needed to ensure that our care continues to meet the child's individual needs as closely as possible.

The settling-in process and our approach to it are also described in Chapter 3 of our Pedagogical Policy Plan.

Transitioning to a new group

When a child transitions to a new group within out-of-school care, the pedagogical staff from both groups work closely together to make the change as smooth and comfortable as possible. The child's mentor supports them during the transition to the new base group, where they can begin by participating in one or more activities. We always ensure that the group size remains within the permitted maximum.

We usually start with a short activity or a snack/drink moment in the new group. The length of these settling-in visits is gradually increased, always at the child's own pace. And of course, the child is welcome to return to their familiar group whenever needed.

We keep parents informed throughout the process and schedule a transition meeting together.

If a child moves to a different location—such as due to age—we also invite parents for an introductory meeting at the new site. We make clear agreements about the settling-in period to ensure the transition feels smooth and reassuring for both child and parent.

Daily rhythm in the base group

A predictable daily rhythm contributes to children's emotional security. That's why we follow a consistent structure with familiar mealtimes and snack moments.

When children arrive at the out-of-school care facility, they are warmly greeted by our pedagogical staff. They hang up their coats and bags—staff members are available to help if needed.

On regular school days, many children enjoy some physical activity after a long day in the classroom. We always make time for outdoor play before sitting down together for a healthy snack. Once all the children have arrived, they gather in their designated base groups. In these smaller groups, we share food and drinks together.

We serve healthy, vegetarian snacks, including organic dairy products. More details about our nutrition policy can be found in Chapter 3 of the Pedagogical Policy Plan and in the flyer *Bon appetit*.

On school days, we offer two snacks: one at the beginning and one at the end of the afternoon. We vary the offerings with vegetables, fruit, and other healthy options. During holidays and staff development days, we add a morning snack and have lunch around midday in small groups. Lunch consists of a bread-based meal with water, milk, or tea. Children also regularly prepare something healthy and delicious together, such as soup or a special lunch dish.

We actively encourage independence and engagement: children help set the table, spread their own bread, pour their drinks, and clean up together.

At the table, we talk with the children about their day and the available activities. These conversations foster social interaction and help children understand one another better. This creates a warm group atmosphere where every child feels welcome, seen, and heard.

After eating, children can choose whether to join one of the planned activities or come up with something of their own. They are free to choose who they play with and which materials they use. This freedom supports their autonomy, engagement, and creativity.

Learning through play and exploration

We encourage children's holistic development at every opportunity—during activities, on the move, at the table, and through free play. Our guidance is tailored to the individual needs and interests of each child. We match our activities and conversations to their developmental level, sometimes simplifying or challenging them as needed. This approach allows every child to learn and grow at their own pace.

We offer structure and predictability, while also allowing space for autonomy. Children are free to make their own choices, and when they invent a game, we assess potential risks without intervening too quickly. By experimenting, making mistakes,

and trying again, children build self-confidence and a sense of responsibility.

Our activities and materials are carefully selected to match the age, developmental stage, and interests of the children. We encourage them to come up with their own ideas too, which often leads to new forms of play. This fosters creativity and imagination. Pedagogical staff are always nearby to provide support when needed, while also giving children room to explore independently.

Children play not only within their base groups but also outside or in other areas. Those who prefer to stay in their familiar group room will find everything they need there—especially younger children often feel more at ease in a familiar environment. At the same time, we encourage all children to explore other spaces and activities. This helps develop their social skills, creativity, and independence.

In almost every group, children engage daily in arts and crafts. Cooking and baking are also popular activities. These aren't just fun—they support development too. Exploring different materials sparks the imagination, while actions like cutting, kneading, painting, hammering, sewing, or stringing beads enhance fine motor skills.

Throughout these moments, the child's ideas and enjoyment take center stage—not the final result. Every creation is unique and reflects something about the child who made it. Children take pride in their accomplishments, which in turn boosts their self-esteem.

Outdoor play is a standard part of each day. We place great value on this and provide a wide variety of sports and play materials. This ensures children are moving often—and in diverse ways.

Monitoring development

We carefully monitor each child's development through our child tracking system *Samen Groeien*—from their first day until the final evaluation conversation. Key components include the introductory meeting, the adjustment evaluation, any transitions to a new group, ongoing observations, parent-teacher meetings, the transfer to primary school, and the final review.

Parental collaboration is at the heart of this process. Each step builds logically upon the previous one, ensuring a clear and continuous approach to monitoring development and maintaining strong communication with parents.

Each child is assigned a personal mentor who pays special attention to their development. At least once a year, the mentor observes the child's overall development. Parents are invited to discuss this observation in a one-on-one meeting. The observation report is shared with them, and if necessary, we make additional arrangements—always in consultation with the parents.

More information about our child tracking system can be found in Chapter 3 of our Pedagogical Policy Plan and in the Bink flyer *Kindvolgsysteem*.

How do we involve parents in supporting their child's development?

Parents entrust us with their child and can expect the best possible care in return. This calls for mutual trust, which grows through open and effective collaboration. That's why we not only explain how we care for their child, but also show it in our daily practice. We tailor our approach to each child's specific needs and actively involve parents in the process.

The importance of collaboration is emphasized from the very beginning—during the intake meeting and the settling-in period. We explain that having trust in our guidance positively impacts the child's well-being. Collaboration is also the foundation of our child monitoring system.

We keep parents well informed about how their child is doing at the childcare center. We do this through the parent portal, brief check-ins during drop-off and pick-up, and, when needed, through additional conversations. At least once a year, we invite parents to discuss our observations of their child.

In addition, parents regularly receive newsletters from both the location and Bink. These newsletters provide updates on activities, pedagogical themes, and practical tips to help support their child's development at home as well.

The continuous development pathway

At our out-of-school care facility, we observe each child at least once a year. Just like at the daycare, our focus is on the child's well-being and level of engagement. This creates a continuous line of guidance from ages 0 to 12.

We deliberately do not observe based on developmental domains such as 'doing', 'talking', 'moving', and 'counting', as these areas are already central at school. Instead, we focus on how a child feels and how they participate within the group.

Children are also actively involved in the observation process. They share how they experience out-of-school care. Do they have friends? Do they enjoy the activities? Do they feel comfortable in the group? The mentor discusses these questions with the child and records the answers on the observation form.

If there are concerns or questions about a child's development, well-being, or engagement—either from parents or from us—we will carry out observations earlier or more frequently. This is always discussed with parents beforehand, including the reasons for doing so. This way, we can respond to any signals together and promptly.

After each observation, parents receive an invitation to discuss the findings. The observation is also shared via the parent portal. If needed, we make additional agreements in consultation with the parents.

More information about our observation approach can be found in our pedagogical policy plan and in the Bink flyer about our child monitoring system.

Observations and any parent meeting notes are stored in a digital pedagogical child file. This file is maintained for as long as the child attends one of our locations. When a child transfers to another location, the child's file is carefully handed over. This ensures that pedagogical knowledge about the child, including any agreements with parents, is preserved. It helps ensure a smooth transition to the new group or location.

When a child moves to a new group, parents are invited for an introductory meeting with the new mentor. The child is given time to gradually settle in. Since children often already play with peers from other groups, and are often somewhat familiar with pedagogical staff from those groups, the need for settling-in moments varies per child.

The introductory meeting with parents can also be shorter if they are already well-acquainted with our methods and vision. We always adapt to what suits the child and the parents best.

At out-of-school care, we consciously and playfully support the broad development of children. We do this without fixed learning goals as used in education or in early childhood education (ECE) programs.

We therefore do not work with the SLO goals (Stichting Leerplanontwikkeling) in out-of-school care. Instead, the child's well-being, involvement, and personal initiative take center stage. Children develop at their own pace, driven by play, curiosity, and joy.

Collaboration with schools

We strive for strong coordination with primary schools, as children spend a large part of their day there. They experience many things in the classroom, with the teacher and other children. When a child has had a good day at school, we often notice it right away at our care facility. But if something upsetting or difficult has happened, we also see this reflected in the child's behavior.

When we know what's going on, we can give the child extra attention and support when needed. If parents or the school have concerns, or if something notable arises from an observation—either ours or the school's—it's valuable to discuss together what the child needs.

We always prefer a three-way conversation: involving both the parents and the school. We only contact the school directly with the parents' permission.

Collaboration with care partners

Sometimes a child's behavior or development stands out, and the child may need extra attention or guidance. This can emerge from our own observations or through conversations with parents who have questions or concerns. Together, we explore what we can do for both the child and the parents.

Our pedagogical coach can play an important role in this. The coach supports childcare staff with additional knowledge and guidance in specific situations. Sometimes, we carry out extra observations to better understand the behavior. Our coaches continue to deepen their expertise through targeted training, such as trauma-sensitive care or language development.

If more specialized support is needed, we can—always in consultation with and with permission from the parents—contact one of our external partners. In some cases, we refer parents to a specialized organization for further assistance.

More information about our collaboration partners can be found on our website: [Partners | Bink kinderopvang](#).

Working together to signal and protect

A child's life isn't always carefree. Sometimes, children go through sad or difficult situations. Fortunately, most parents inform us in time. In those moments, it becomes even more important for us to be there for the child and to work closely with

parents.

If we notice that a child is not doing well, we always discuss this with the parents. When we suspect an unsafe home situation, we follow the steps of the national reporting code. If necessary, we contact Veilig Thuis (Safe at Home). A pedagogical coach is always involved in these situations.

Our pedagogical coaches are trained as designated safeguarding officers and actively support childcare staff in applying the reporting code. They do this through coaching, facilitating conversations, and offering workshops.

We always strive for open communication and cooperation with parents. If a report or referral is made, it is carefully documented in the child's observation record. In this way, we work together to ensure every child feels safe, seen, and protected.

4. Forming base groups

Introduction

At our out-of-school care, children are placed in base groups. A base group is a fixed group of children with its own dedicated group space. Every child belongs to a specific base group. Each group is guided by a consistent team of pedagogical staff members who know the children well and provide appropriate support. While every child has their own group, they also play in different rooms throughout the day and interact with children from other base groups.

Base groups may consist of different age combinations. The size of each group depends on the children's ages: the older the children, the larger the group can be. The number of staff members per group is also determined by age, since younger children require more supervision. This is known as the child-to-staff ratio, and it is calculated for each group accordingly.

Age is one of the most important starting points when forming groups. A child's developmental phase and needs are closely linked to their age. At the same time, we believe flexibility in group composition is essential. It allows us to better respond to the individual needs and development of the children. That's why we don't use fixed age limits for our groups. The age distribution within groups varies depending on the overall group composition at a given location.

When we organise activities with more than thirty children—such as sports tournaments, special celebrations, or field trips—we ensure that familiar staff members from various base groups are present. In such situations, we also discuss behaviour and safety beforehand—for example, when using scissors or hot glue guns during crafts. These shared experiences also contribute to the children's broader development.

Structure of our base groups

At our out-of-school care, we welcome children from 4 to 12 years of age, divided across 4 base groups.

The table below shows the maximum number of children that can be cared for in each base group without the need to add extra pedagogical staff to the schedule. Of course, we always comply with the legally required child-to-staff ratio (BKR).

Name of core group	Ages	Maximum number of children	Number of pedagogical staff*
Robijn	4 t/m 9 jaar	30	3
Koraal	4 t/m 9 jaar	30	3
Violet	8 t/m 12 jaar	14	1
Sierra	8 t/m 12 jaar	26	2

This location can accommodate a maximum of 100 children aged 4 to 12 years.

Group | Group room

Robijn | Annex building, located on the school playground directly next to the main building

Koraal | Main building, second floor

Violet | Main building, first floor, in the kitchen

Sierra | Main building, first floor

Group	Days	PP	Regular school weeks	Holidays/Study Days	Lunchpauze 30 min.
Robijn	Monday, Tuesday, Thursday, and Friday Wednesday	1	14.00-18.30 11.45-18.30	7.45-17.15	Regular school weeks: Wednesdays between 2:00 PM and 2:30 PM Holidays/Study Days Between 12:30 PM and 2:00 PM
	Monday, Tuesday, Thursday, and Friday Wednesday	2	14.00-18.00 11.45-18.00	9.30-18.30	
Koraal	Monday, Tuesday, Thursday, and Friday Wednesday	1	14.00-18.30 11.45-18.30	7.45- 17.15	
	Monday, Tuesday, Thursday, and Friday Wednesday	2	14.00-18.00 11.45-18.00	9.30-18.30	
Violet	Monday, Tuesday, Thursday, and Friday Wednesday	1	14.00-18.00 11.45-18.00	9.30-18.30	
Sierra	Monday, Tuesday, Thursday, and Friday Wednesday	1	14.00-18.30 11.45-18.30	7.45-17.15	
	Monday, Tuesday, Thursday, and Friday Wednesday	2	14.00-18.00 11.45-18.00	9.30-18.30	

The Sierra and Violet groups always end the day together.

*When we know in advance that pedagogical staff will be deployed differently or distributed across groups on a care day, we discuss this with the team during the daily start meeting. This allows us to take into account the nature and organisation of the planned activities.

If a different distribution of staff is needed for specific activities, we also discuss this beforehand with the children. This way, they know what to expect and feel involved in the structure of their day.

Activities outside the base group

At our location, children temporarily leave their base group for planned activities such as cooking, crafts, and sports and play. These activities take place in other areas, such as the kitchen, atelier, playground, and gymnasium. The activities are offered during eating and drinking moments by pedagogical professionals, and children can choose which activity they would like to join.

When necessary, a second pedagogical professional supports the activity.

Because staff at our location are deployable across all groups and regularly organize activities for all age groups, all children are familiar with the pedagogical professionals. This ensures that emotional safety can be maintained when children participate in activities outside their base group.

Assigning pedagogical staff to base groups

When creating the staff schedules, pedagogical staff members are assigned to specific base groups. In principle, this allocation follows the guidelines as outlined in the previously mentioned table. The start of each care day in the child's own base group is fixed—except in exceptional circumstances. This offers children a sense of familiarity and stability.

Staff are initially assigned based on the number of children in each group: the larger the group, the more staff members are scheduled. However, there may be exceptions—even when group sizes are the same—if, after careful consideration, a different arrangement better suits the group's needs at that time.

Our guiding principle is that every child feels seen, heard, and safe. To achieve this, we take various factors into account, including:

- the age of the children;
- their developmental stage and level of support needed;
- the nature of the planned activities;
- group dynamics;
- the talents and expertise of our staff (for example, in sports or theatre);
- the holiday context;
- unexpected situations or emergencies.

By considering these factors, we ensure that the deployment of our staff is optimally aligned with the needs of the children as well as the activities planned for the day.

A second base group

Sometimes, children are temporarily placed in a different base group than their regular group. We always ensure that this is limited to a maximum of one other base group, so the care environment remains clear and familiar for the child.

When this happens, we clearly inform both parents and children about the temporary group arrangement. In addition, we ask parents in advance for written consent for placement in a second base group. This always applies to a predefined period.

Situations in which this may occur include:

- At the start of a contract, when there is (temporarily) no availability in the regular base group on certain days;
- Occasionally, for example when fewer children are present on a particular day;
- On quieter days when base groups structurally collaborate. In such cases, one base group is temporarily closed and the children are cared for together in another group.

At this location, we place the children from group Robijn in group Koraal, and the children from group Violet in group Siera. Parents can also find this information in the parent portal.

Which groups work together on a structural basis?

The table below shows which base groups collaborate with each other at fixed times. It indicates per day and time which groups are combined.

This information is also available in the parent portal, so parents are always informed about the group arrangements.

Reguliere schooldagen	Kinderen van groep	gaan naar groep	Groepen werken samen tijdens
Wednesday	Violet	Siera	12.30-18.30 hours
Friday	Robijn	Koraal	14.30-18.30 hours
Holidays	Koraal	Robijn	8.00-18.30 hours
Holidays	Violet	Siera	8.00-18.30 hours
*Studydays/holidays	Robijn,Violet Siera	Robijn	8.00-18.30 hours

**On study days and during school holidays, fewer children are present at the Rembrandtplein location, which may result in children playing together in the same base group (Robijn). As a result, children aged 4 to 12 may play together in one group. When this applies, we inform parents in a timely manner.*

Staff allocation

In principle, at least two staff members work in all groups. An exception applies to group Violet and on Wednesdays and Fridays, as fewer children attend the BSO on these days.

Violet

Violet is a half base group with children aged 8 to 12, where one staff member is present. The group is located in the kitchen

next to the office, on the same floor as base group Sierra. On Mondays, Tuesdays, Wednesdays, and Thursdays, the children have their meal in the kitchen. After eating, the children and staff join group Sierra for activities and free play.

Sierra

Sierra is a base group with children aged 8 to 12. On Fridays, due to the low number of children, one staff member is present. The Sierra group room is located on the first floor, along the school's main corridor, where teachers and childcare professionals walk through during the afternoon.

Koraal and Robijn

On Fridays, there are few children in group Koraal. Therefore, group Koraal works together with group Robijn so that the children have more social interaction and emotional safety is ensured. However, the children from Koraal have their first meal in their familiar group and then join the children from Robijn and/or Sierra for activities.

Joint activities

After eating, joint activities are offered for the groups. These take place in the various group rooms, the kitchen, the school playground, the gym, or the art room.

Despite the group rooms being separate, the staff and children from the different groups remain in contact through the use of shared facilities such as the kitchen, the art room, the gym, and the outdoor play area, as well as through joint activities.

Cross-location care (clustering)

On school-free days, children may be cared for at a different Bink location. This is called clustering. When we cluster, our location always collaborates with:

The children at Rembrandtplein are not accommodated at other locations; they are always cared for at their own location.

We choose this approach because there are often fewer children present during holiday periods. By combining groups, we ensure that children have enough peers to play with.

The daily routine at the other location is consistent with what the children are used to, including regular snack and meal times. This familiarity and structure contribute to the children's emotional security.

Clustering groups during the holidays offers important advantages for the development of children. By children together with peers, there is more connection and social interaction, which increases their social and emotional development. In addition, clustering makes it possible to organize a wider range of activities. These activities are more in line with the age and developmental stage of the children, so that they can optimally develop in a challenging and stimulating environment.

Parents and children are informed in advance via the parent portal and the newsletter. These always contain the most up-to-date information about the care location, times, and group arrangements.

Clustering during school weeks

The children at Rembrandtplein are not accommodated at other locations; they are always cared for at their own location.

Clustering during school holidays

The children at Rembrandtplein are not accommodated at other locations; they are always cared for at their own location.

Deviations from staffing ratios

According to the Dutch Childcare Act (Wet kinderopvang), we are permitted to temporarily deviate from the staff-to-child ratio (BKR) by a maximum of 30 minutes per day on regular school days. During these periods, fewer pedagogical staff members may be present, with a minimum of at least half of the required number of staff.

In addition, deviations are allowed on days when more than 10 hours of care are provided. In such cases, we strictly adhere to all legal requirements and ensure sufficient supervision and continuity of care.

The attendance of children is digitally recorded within the group using a tablet-based app. Staff presence is registered in the official staffing schedule.

Planned break times are documented in this pedagogical work plan, providing clear insight into how staffing is organized throughout the day.

Lunch breaks during holidays and in-service days

When full-day care is provided, pedagogical staff members are entitled to a 45-minute lunch break between 12:00 and 14:30. During these breaks, at least half of the team remains present in the group. Breaks are always coordinated based on the specific situation and needs within the group.

If necessary, we may deviate from the planned break time by up to 60 minutes. For more significant deviations, pedagogical staff consult with the location or cluster manager. If such adjustments become structural, we revise the schedule and the pedagogical work plan accordingly.

During lunch breaks, children know they can turn to another pedagogical staff member within their base group. The activity programme is adapted accordingly: instead of intensive group activities, we opt for calm, low-supervision options. Outings and activities requiring substantial guidance are scheduled during times when all pedagogical staff members are available.

In this way, we ensure a calm and safe environment, prioritizing the emotional security and stability of the children.

Start and end of the day

When pedagogical staff members work 9-hour shifts while the childcare facility is open for 11 hours, staffing levels may vary at the beginning and end of the day. This situation occurs especially in out-of-school care during holidays and in-service (study) days, as well as on regular school days in the late afternoon.

During these "day edges," fewer children are typically present. Therefore, we adjust the number of pedagogical staff members according to the actual number of children in the group.

The following schedule outlines the specific moments and conditions under which we deviate from standard staffing levels.

5. Staff development at Bink

Introduction

At Bink, we place great importance on the sustainable development of our employees. Each year, based on our quality cycle and current policy themes, we determine which pedagogical topics will receive priority.

Our pedagogical coach supports staff in their daily practice through on-the-floor coaching, workshops, and guidance during work and team meetings. Together with the location manager, the coach ensures the pedagogical quality at each location. We actively stay up to date with new knowledge and insights from various fields and translate these into practical applications wherever possible.

In addition to coaching, we offer a wide range of training courses and workshops that contribute to the professional growth of our team. These programmes not only enhance pedagogical quality but also support personal development. Many of these sessions – such as the Gordon communication method and trauma-sensitive care – are delivered by our own pedagogical coaches.

Trainee pedagogical staff are also trained to adhere to our pedagogical vision, core principles, safety regulations, and first aid protocols. In this way, we ensure both the pedagogical quality and the safety of our environment — for children as well as for staff.

Training and development – The Bink Academy

At Bink, we welcome students from various educational levels and programmes. Most are enrolled in training courses that qualify them to work in childcare. This can be through the Vocational Training Pathway (BOL) or the Vocational Work-Based Learning Pathway (BBL). In addition, career switchers and candidates pursuing an EVC (Recognition of Prior Learning) trajectory are also welcome to join Bink.

A student's scope of responsibilities increases in line with their learning path and practical experience. The location manager is fully informed of the tasks each trainee is authorised to perform and can inform parents accordingly.

BOL Students (Vocational Training Pathway)

A student enrolled in the BOL (Beroeps Opleidende Leerweg) programme follows a full-time vocational education and completes an internship at Bink. We refer to these students specifically as BOL students to avoid confusion with other types of interns.

A BOL student is always deployed in a non-counted (additional) capacity and plays a supporting role. Under the guidance of qualified pedagogical staff, they perform tasks such as welcoming children, assisting with activities, and encouraging participation. As the student progresses in their training and demonstrates competence, their responsibilities may increase – always under the supervision of a qualified colleague, in accordance with the Dutch Childcare Collective Labour Agreement (cao Kinderopvang).

The learning trajectory involves collaboration between the educational institution, the workplace supervisor, and the practical trainer. Together with the student, they determine which tasks and responsibilities are appropriate at each stage of development.

A second-year BOL student may, under certain conditions, be occasionally assigned to a group — for example, during school holidays — provided they have obtained proof of progression from year one to year two, and have received a positive assessment from their manager, workplace supervisor, and practical trainer. This always takes place in collaboration with an experienced permanent staff member.

BBL Students (Vocational Work-Based Learning Pathway / Professional-in-Training)

A BBL student begins in a non-counted (additional) role within the group and is guided throughout their training by a practical trainer (POL), based on a structured mentoring plan. As the student demonstrates progress and acquires competencies, they are gradually assigned counted shifts, working alongside a qualified colleague. Tasks and responsibilities are assigned according to the competencies achieved.

BBL students develop their pedagogical skills by actively contributing to the daily care and support of children — during activities, meals and snacks, and free play. As their training progresses, their responsibilities increase. They lead activities tailored to the developmental levels and interests of the children, practice observing and reporting on various areas of development, and learn to identify when additional support may be needed.

The tasks assigned to BBL students increasingly align with those of qualified pedagogical professionals. This developmental process is documented in a tracking system. The mentoring plan includes an onboarding schedule, feedback forms outlining required competencies, and reports of mentoring conversations, which also reflect the student's personal learning goals. This

portfolio is accessible to the GGD inspector.

Together with the student, the workplace supervisor, the manager, the practical trainer, and the educational institution, the student's stage of development is regularly evaluated.

After one year of education and practical experience, the professional-in-training may, under specific conditions and in accordance with the Dutch Childcare Collective Labour Agreement (cao Kinderopvang), be counted as a regular team member ("vast gezicht"). This also applies to accelerated training programmes, provided the first year has been demonstrably completed and the student's mentoring portfolio clearly shows that all required conditions have been met.

Interns

Interns completing a social or exploratory internship always work under the direct supervision of a qualified staff member. They are never allowed to be alone with the children without supervision.

At the out-of-school care facility, interns may:

- Play with the children indoors and outdoors
- Read books aloud
- Play games
- Assist during mealtimes
- Help with household and group-supporting tasks

Volunteers

In addition to interns, Bink also works with volunteers. They support daily activities within the group, always under the supervision of qualified pedagogical staff.

Volunteers may, for example, read to the children or engage in activities with them. However, they are never permitted to work alone with the children. Volunteer involvement is governed by Bink's volunteer policy. Each volunteer also signs a volunteer agreement, outlining their tasks and responsibilities.

Differently qualified staff member

It is possible to deploy differently qualified staff members in out-of-school care, under certain conditions, for up to a maximum of 33% of the staffing formation. There must always be a sufficient number of fully qualified pedagogical staff members present to ensure the quality of care.

A differently qualified staff member has a different professional background, often with a special talent or specific expertise that adds value to the range of activities offered. This may include areas such as theatre, music, art, or dance. Their contribution enriches the programme and supports the broad development of children.

The differently qualified staff member must possess basic pedagogical skills and work in accordance with Bink's pedagogical policy plan and operational plan.

At this location, one staff member with a different qualification works in the Sierra and Violet groups. This staff member never works alone; a regular staff member is always present at the location to ensure quality.

6. Additional information (safety and health)

Introduction

Each location has a Safety and Health Work Plan. The goal of this plan is to create the safest and healthiest possible environment for work, play, and daily life—for both children and staff. It aims to protect children from serious risks while also allowing them to learn how to manage minor everyday risks.

The Safety and Health Work Plan outlines how the policy is kept up to date in collaboration with the pedagogical staff, using a continuous cycle (plan-do-check-act). Below, we highlight several important focus areas.

What do we do when a child becomes ill?

If a child becomes ill while at the daycare or arrives already unwell, we first assess the child's overall well-being. Does the child appear to feel sick, or is their behavior showing signs of illness? This may include expressing pain, being unusually tired or clingy, crying excessively, having a fever, vomiting frequently, experiencing diarrhea, or refusing to eat or drink.

A sick child requires extra attention and care. At the out-of-school care, we are unable to provide this level of care without it affecting the attention we can give to the rest of the group. For this reason, we ask parents to pick up their child, as they are unable to participate in the daily program.

If a parent cannot be reached using the contact number provided, we will call the emergency number registered in the parent portal. We kindly ask parents to keep their contact information and emergency number up to date in the portal.

We follow the Sick Child Policy, which is based on the guidelines of the Dutch National Institute for Public Health and the Environment (RIVM): <https://www.rivm.nl>. Parents can read more about this in the parent portal.

Allergies

If parents know that their child has a food allergy or intolerance, we ask them to inform us as soon as possible. This allows us to prevent the child from being offered anything that may be unsuitable or even dangerous.

If desired, we are happy to work with parents to find alternative food products that are suitable for the child and align with our nutrition policy. Exceptions to this policy are only made for medical reasons. Any additional agreements with parents are documented in writing.

If we suspect that a child may have an allergy, we will contact the parents.

Medication use

Sometimes a child requires medication prescribed by a doctor. Preferably, these medications are administered at home by the parents. If this is not possible and the child needs to take medication during their time at the daycare, the following conditions apply:

- Pedagogical staff may only administer medication with written permission from the parents.
- Medications must be prescribed by a doctor, provided in the original packaging with instructions, and labeled with the child's name.
- A completed medication authorization form is also required for homeopathic remedies or over-the-counter medications.

What do we do in the event of a minor accident?

We do everything we can to prevent accidents by using safe materials and training our staff in safety and health practices. Our approach is detailed in the Safety and Health Plan, which is available in the parent portal.

Still, minor accidents cannot always be avoided. We encourage children to actively explore the world around them. Activities such as balancing on logs, swinging, climbing, and scrambling contribute to motor development but also involve small risks, like a fall.

In the case of minor injuries—such as scrapes or nosebleeds—our pedagogical staff are trained to administer first aid. If medical care is needed, we immediately contact the parents to discuss who will accompany the child to a doctor. In emergency situations, we call 112 and notify the parents as soon as possible. Until the parents arrive, a pedagogical staff member stays with the child at all times.

7. Parental involvement

Introduction

Each location aims to have a parent committee (PC). If a location does not have one, an alternative method of parent consultation may be used.

The parent committee is made up of a group of parents who represent the interests of all parents at the location. Through the parent portal, parents can see who is on the committee and read the minutes of PC meetings.

The parent committee advises and provides input on both policy-related and practical matters at the location. Each year, topics such as safety and health policies, as well as location-specific agreements, are discussed with the committee. The parent committee may also assist in organizing parent evenings and celebrations.

The roles and responsibilities of the parent committee are outlined in the parent committee regulations. The committee meets on average three times a year and consults with the site or cluster manager.

In addition to the location-based parent committees, there is also a central parent committee. The local committees have authorized this central committee to handle cross-location matters, such as pedagogical policies and the general nutrition policy.

Complaints and suggestions

We are committed to maintaining a high standard of care and continuously improving our services where needed. If parents are dissatisfied with any aspect of our care, we welcome an open conversation to find a solution together.

If a resolution cannot be reached, parents can make use of our official complaints procedure. All relevant information can be found on the Bink website. Please see: [Complaints and suggestions | Bink Kinderopvang](#).

Childcare Disputes Committee

If parents are not satisfied with the outcome of a complaint and cannot reach a resolution with the management, they may submit their complaint to the Childcare Complaints Desk (Klachtenloket Kinderopvang) in The Hague or file it with the Childcare Disputes Committee (Geschillencommissie Kinderopvang).

More information about this process can be found on the Bink website and at: [Kinderopvang - De Geschillencommissie](#).

8. Do you want to read more?

Reading material

[Pedagogical approach | Bink Kinderopvang](#)

[Closing days in 2025 | Bink Kinderopvang](#)

[Bink-flyer kindvolgsysteem](#)

<https://www.rivm.nl>

[Complaints and suggestions | Bink Kinderopvang](#)

[Kinderopvang - De Geschillencommissie](#)

[Collaborative partners | Bink Kinderopvang](#)

Bijlage 1: Transport numbers.jpg