



Educational work plan for daycare

Happily growing together at daycare Toermalijn

Welcome to Toermalijn!

This educational work plan will provide you with important information regarding, for example, opening hours, the group set-up, daily schedules, activities, and what to do in case of illness. This work plan is part of Bink's educational policy. The educational work plan can be found on Bink's website.

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Our location

Daycare location Toermalijn is located right in the heart of the Ergooierskwartier, walking distance for the Westerheide and a short distance from Media Park. The location is playfully set up, with many different areas where children have all the room they need to play and discover. Children can also run and play in the outdoor playground, with a big sand box, a tunnel and lots of grass. Toermalijn has three baby groups and two toddler groups. As of January 2020, it also has two horizontal international groups.

- Spacious location with many play corners including a large open play area
- A playground especially designed to entice children to move, play and discover
- A separate baby playground for the littlest ones
- The Westerheide is just around the corner; we often go for walking with a group of children in the go-carts.
- Easy access from Media park
- Possibility to have fresh warm meals (instead of sandwiches) for lunch
- Bi-lingual groups (international daycare) primarily intended for children of international families.

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1– Good to know!

Orientation and settling in

During the first meeting with parents and guardians, we take the time to get to know each other and to exchange information. We make agreements with parents in order to make the transition to a new environment a positive one, so that their child will feel safe with us. We also let parents know who their child's mentor will be. The mentor is a steady pedagogical staff member to which parents may ask questions concerning their child's welfare and development. The mentor makes the settling-in appointments with parents.

A settling-in period lasts approximately 2 weeks, during which both parents and children can get used to their new environment. A steady staff member, preferably the child's mentor, guides this process. Settling-in is often customized. The indications below are our guidelines for settling-in, but this can be adjusted in agreement with parents or depending on the child's needs.

A child is welcome to come from 9:30 a.m. to 14:30 p.m. on his or her first daycare day. The mentor is then available to give extra attention to guiding the child. The third settling-in appointment is on the following daycare day, and the child stays a little longer. A child is welcome to come from the time we are open, and can be picked up as of 4 p.m. Thereafter, a child comes for a full day, whilst we continue to closely observe how he or she is doing in the group.

During the settling-in appointment, a mentor will closely observe how a child feels, by, for example, staying as much as possible with the child and bringing him or her in contact with other children. As mentor, you mention what you are doing and what a child sees happening around them. A mentor will also mention the emotions that the child is showing, in this way making the child feel understood. In this way, a child gets used to a new situation, feels safe, is able to play and pays attention to what is happening in the group.

We always give parents the room to– aside from the time a child is brought or picked up– call and discuss how their child is doing. We adjust the settling-in appointments, in agreement with parents, if needed. Once the settling-in period is over, we discuss it with the child and the parents and ask them how they have experienced it.

Bringing and picking-up

Children can be brought between 7:30 and 9:30 a.m. and can be picked up as of 4:30 p.m. If children will be brought after 9:30 a.m., or be picked-up before 4:30 p.m., we ask that

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parents let us know in advance. We will then ensure that a child is not right in the middle of an activity or that we are on an excursion. Toermalijn closes at 6:30 p.m.

If parents are unable to pick-up their children themselves, we ask that they let us know. This can be done via Mijn Bink, the digital parental portal. We do not allow children to go with anyone else without parental permission.

What are our opening hours?

Toermalijn is open from Monday through Friday from 7:30 a.m. to 6:30 p.m. Our daycare locations are open almost year round. We are closed a few days a year. You can find the closing days on our website.

Declaring a child absent

We ask that parents inform us if a child is not coming. The educational staff members will then, for example, tell the other children that a child will not be there today. Parents can also declare a child absent via Mijn Bink.

Exchange and extra days

Parents may request an exchange day via Mijn Bink. Depending on the size of the group, the group set-up and the number of available educational staff members will determine if the request can be honored or not.

Exchanging a day can be done one week prior, in the same week or one week after the day of absence from daycare. A day in week six can be exchanged for a day in week seven or eight. The request for an exchange day can be done a maximum of fourteen days in advance via Mijn Bink. We will also inform you if it is possible or not via Mijn Bink. Exchanging days is free of charge.

Parents may also request extra days or partial days, aside from their regular days. The availability depends on the size of the group, the group set-up and the amount of available educational staff members. Parents may request an extra day a maximum of fourteen days in advance prior to the requested day via Mijn Bink. The charges for the approved extra day are automatically withdrawn.

It is better for a child to have an exchange or extra day within his or her own group, with familiar educational staff members and children in the group. It is possible, should there not be space to place a child in his or her own group, to place a child in another group if parents give written consent.

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What to do in case of illness

If a child becomes ill at daycare, we first look at how they are doing in general. Is a child feeling sick? Think of signs of pain, clinginess, crying often, fever, vomiting, diarrhea, not eating or drinking. A sick child needs a lot of attention, without it taking attention away from the other children in the group. This is not pleasant both for the sick child, and for the other children in the group. It is an unpleasant working situation for the educational staff member. This is why, when a child is not able to participate in the day's group program, we ask parents to come and pick up their child.

We as Bink follow the Sick Child Policy according to the GGD Guidelines. This information is available on our website.

What do we do if a child has an accident?

In case of a small incident, or if medical help is required, we call the parents and discuss who will accompany the child to the doctor. In case of emergency, we call 112 and inform the parents as soon as possible. The educational staff member stays with the child until the parents are present.

2- A day at daycare

Start of the day

When parents bring their child in the morning, an educational staff member will stay close to the children already present. The educational staff member will, for example, sit on the ground with the children. The rule is that the educational staff member will remain seated to receive the child, this to disturb the group as little as possible. In this way, children's play is disturbed as little as possible. If an activity is taking place, such as reading a book, it is best, when possible, to continue this activity.

The educational staff member ensures that the group is inviting and challenging to play in. There are several play materials set up focusing on different developmental aspects. Each child starts the day in its own way. Some children immediately start to play, whilst other children prefer to first stay with the educational staff member or start to play with their assistance. There is a possibility to discuss important information with the educational staff member when a child is being brought to daycare. Saying goodbye is not always easy. We ask parents to say goodbye from where their child is playing at the time. In this way, they continue their play activity. It is possible for a child to wave at the door or window to say goodbye if they wish.

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A daily routine helps make the day predictable, which in turn helps make the daycare location feel familiar. We follow a baby's rhythm as much as possible. Babies have their own eating and sleeping moments. The older a child gets, the more they will follow the group's rhythm. For example, the children will then, eat at the table at the same time. We continue to keep an eye on a child's individual needs. A child can chose to join in an activity, or play on their own. We follow a daily rhythm of playtime, a joint activity, eating, drinking and sleeping. The daily rhythm is not set in stone, because when a child is tired they can go to bed earlier, or if children are engrossed in a play activity, they can have lunch later.

Sleeping at daycare

A child's sleep rhythm and rituals are discussed during the introduction. It is continuously discussed, as sleep rhythms do change. A child's sleep rhythm will gradually grow to that of the group. Sleeping at daycare is most often different from sleeping at home. Children sleep together in one bedroom.

Toddler sleeping schedule

Toddlers go to bed at 12:45 p.m. This applies to the three groups. One of the staff members of international daycare will be in the bedroom from 12:45 to 1:00 p.m. Thereafter, the staff member that is not taking their lunch break checks the bedroom every fifteen minutes, and also checks it off on their own bedroom list hanging by the bedroom door.

The toddler sleep monitoring is different for children in the Gele and the Rode Reuzen groups. During one week the staff members of the Gele Reuzen have bedroom monitoring duty. In this case, the one not on break will remain in the bedroom to keep an eye on the children and to ensure that all children do indeed go to sleep. The staff member who later returns from break will be in the bedroom from 1:45 to 2:45 p.m. Most children begin to wake up around this time. The lunch breaks are then over, allowing all staff members to check on the children in the bedroom of their own group, taking them out of bed once awake. The following week, it is the Rode Reuzen's week turn to have bedroom monitoring duty. If the staff members of a group have bedroom monitoring duty, then the children of their own group that are awake are taken to the other toddler group. Once the last staff member is out of the bedroom, they will go back to their own group.

There is only one staff member present on the Wednesday and Friday in the Rode Reuzen group. There is a BBL student present on Friday, but should she have to go to another group, then there is also only one staff member present for that group. This means that a shorter bedroom monitoring schedule will be in place on these days: from 12:45 to 1:30 p.m. and from 1:30 p.m. to 2:30 p.m. If the Rode Reuzen have bedroom monitoring duty, they will

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have one shift, and a staff member of the Gele Reuzen will do the second shift. Breaks schedules are always arranged by the groups' staff members.

Overview

12:45–1:45 p.m. late shift in the bedroom (early shift on break)

1:45–2:45 p.m. early shift in the bedroom (late shift on break)

The overview is also posted in the bedroom. The staff members register when they have bedroom monitoring duty.

We try to make sleep time as familiar as possible by following steady rituals, such as singing a song, or by giving them their favorite cuddly toy and/or a pacifier. We also aim to let a child sleep as much as possible in the same bed. Babies sleep in a sleeping bag. We follow Bink's Sleeping Safely procedures. These are based on the countrywide guidelines. More information about Sleeping Safely can be found in our flyer *sleeping safely*.

Eating, drinking, special occasion treats and allergies

Baby

Babies drink pumped breast milk or formula. We offer four different kinds of bottle and bottle nipples: these are Avent, Bibi, Dr. Brown and Difrax. A bottle and bottle nipple is selected together with parents. We always take what a parent finds important and a child's feeding schedule into account.

We have different baby formulas. We ask that parents inform the educational staff members if a baby requires special formula for allergies or dietary needs. On most occasions, we ask parents to bring this formula to daycare. We reimburse costs for these types of formulas once a receipt of purchase has been provided, with a maximum of 10 Euro per package.

As long as a child is attending a baby group, we can give him or her a warm meal. We offer our own warm meals for children from the age of four months. Parents can also bring their own warm meal to be given to their baby at an agreed upon time.

The transition to solid foods

The transition to solid food is a step-by-step process and is different for every child. This we discuss in depth with parents: what is a child ready for and what can he or she eat and drink? We also find it important to discuss when a child will start to drink from a regular cup. It is better for teeth alignment and speech if a child begins as soon as possible. A child can start to learn to drink from a regular cup between the ages of six to nine months.

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Eating together at the table: delicious and healthy

Children are given a healthy snack, such as fruits of vegetables, in the morning and in the afternoon. Children are also given a warm lunch or a bread lunch with water or tea.

Madaga provides the warm lunches, made especially for childcare. They are freshly made and available for children as of four months of age. Special dietary needs are taken into account. More information can be found on their website.

We take our time eating together and make it a special enjoyable moment of the day. We initiate conversations with children and also encourage them to talk to one another. Children sit in small groups with an educational staff member and a set table. It is a moment where we let children help set and clear the table. Children are given the opportunity whilst eating to do as much as they can themselves. They can taste new foods and get to decide what and how much they eat.

The educational staff member discusses what a child prefers to eat and their eating habits with parents. We ask that parents inform us of any dietary requirements or allergies, so that we can take this into account. We can order special products from our suppliers. Should they not carry it, we ask parents to bring it themselves. Parents may be reimbursed if they provide a receipt for costs incurred.

We follow the food administration's advice in our food policy. We pay attention to ensure that as little sugar, salt, color and perfume additives and saturated fats are present in the foods we serve.

A celebration at daycare

We celebrate a child's birthday at daycare if parents wish to do so. A child who is celebrating his or her birthday is the center of attention and can share a treat. We ask that parents bring healthy treats to share or a small present for the children in their child's own group. The treats are given right before or after a meal, this to ensure as little effect on a child's teeth as possible. If a treat is too much, or does not meet the requirements of a responsible healthy snack, we may opt to give a part of the treat to children to take home.

Our parent committee has made a flyer with tips for snacks that are given to parents before their child's first and third birthday.

With special holidays, we may slightly deviate from our food policy and offer, for example, small spice biscuits (pepernoten), cookies or ice cream.

Learning through play

An inviting and challenging environment is needed to discover the world. Playing and participating in activities is possible in different places. It is possible in a child's own group,

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in other spaces such as the hall, another group or outside. If a child plays in another place than his or her own primary group, an educational staff member is always present.

The groups at Toermalijn are large and bright. We let the children discover on their own as much as possible in the baby groups. The groups are set up to create a peaceful atmosphere where children can also play on the floor. In this way, children are encouraged to explore on their own, naturally supporting their motor skills' development. We also have a large room where the older babies can move freely. They can crawl and run in a safe environment. There are large soft shapes and mats that they can roll and climb on. Educational staff members also at times create an obstacle course where babies can participate in a baby gym class of sorts.

We of course also play outdoors. Babies also have their own separate playground where they can play and discover safely.

The toddler groups share a fantastic large hall that is often in use. There is a large wooden bus that the children love, with which many trips are made. There is also a corner where children can play house, and a real piano that they can play. There are also two theme display boards where it is always easy to see what the current theme is and how the children are invited to incorporate it in their play. For example, with "Being healthy or ill", a play hospital is set up so that the children can play and experience aspects of the theme.

The groups are inviting and cozy, incorporating a separate building and home play corner, as well as an area for arts and crafts and for games at the table.

We are proud of our large and well set up outdoor play area, where the children gladly play. There is a willow tree garden, hills, a large sand box and more than enough bicycles, shovels and buckets.

Playing inside

If a child is younger than two years of age and wishes to play in another area than his steady group, his /her steady educational staff member will accompany him or her. If a child is older than two, then he or she is able to go to another group on their own, where the educational staff member of that group will supervise and guide their play activities. The staff member to child ratio is kept as is legally defined.

A door with windows joins most groups at Toermalijn, and there are many large windows so that you can easily see each other. Because of this familiarity, it is easy for children to feel secure when going to play in the neighboring groups. The door between groups can also remain open, so that children are free to walk or crawl to another group. This is only done at suitable moments during the day, for example when a few of the children are in bed, or

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there are fewer children attending the group for the day. For groups where this is more difficult to do, a steady staff member will accompany a child to another group if they express a desire to do so.

The toddler groups often get together for activities, for both the international and the Dutch only groups. Children get to know children from other groups when playing outside together, which can lead to them wanting to play inside together. If the size of the group allows it, we let children play with other children from another group, encouraging this display of independence.

Playing in the garden

Playing indoors is different than playing outdoors. There is more opportunity to move about, and movement encourages development. This is why we go outside as much as possible with children. Even if there is light rain or it is cold outside, we dress the children warmly and we go outside. We encourage outdoor play because fresh air and light is healthy and moving around is important for children's development.

Toermalijn is happy to have a large outdoor playground that the children can play on a daily basis. There is a separate baby playground where these children can play safely in a protected area. There is plenty of space for the toddlers to run around, bicycle, climb, play hide and seek, play on the swings and build sand castles in the sand box. On a sunny day, large sun protection screens are hung in order to create enough shadow and it is also possible to picnic outdoors.

If a child is still a baby, we ensure that they can still get some fresh air. This can be done by going for a walk in the buggy, playing on a baby cushion or in the grass. We try to go outside every day, also with the smallest babies on a colder day.

The children are dressed warmly and we have beautiful prams which sit four children and can be completely covered. Children can also lie down and sleep in these prams. We take regular walks to the Hei or just around the neighborhood.

Playing outdoors

Going along to do groceries, taking a walk, going to the library, to the petting zoo, mailing a letter; these are all things we gladly do. All together in the big pram is always loads of fun for the children and something they truly enjoy.

We request that you sign a permission slip for these small excursions during your orientation appointment.

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3- Playfully growing together- Parents, the child and the mentor

What did we do today?

A child's daily experiences are shared via Mijn Bink. We also share some information with parents when they come to pick up their child.

Mentor

All educational staff members of a group are responsible for the care and guidance of all children. In addition, each child has a steady educational staff member as their mentor. The mentor is spoken to first with questions about a child's wellbeing and development. The mentor observes the child once a year, usually around their birthday, and makes a report of the observations.

With help from our observation tool Well-being, Involvement and Development, we observe your child. We look at their well-being and how they play and develop. Following the observation, parents are invited for a conference to discuss the observations made by educational staff members and to ask them how they feel their child is doing. If needed, we discuss what can be done to improve a child's well-being and to encourage further development. Parents may take the observations report home. If parents wish to do so, it is always possible to make an additional appointment with the mentor.

After three months, parents are given an evaluation form to fill in about their level of satisfaction and their child's well-being. Parents may also request a conference to discuss how their child has been doing during this first period.

At times, a child's development will proceed differently than expected. In this case, we also discuss what can be done to provide optimal guidance for the child. We request assistance from our educational team. The educational team consists of educators and educational coaches who are regularly on location to continuously coach and train educational staff members. It can also be the case that we advise parents to seek external assistance from a specialist, such as a speech therapist, a child physiotherapist, the Center for Youth and Family, or a remedial teacher.

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

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Going to school and out-of-school care

When a child turns four, a new phase begins. A child goes to school and may also go to out-of-school care. A child's mentor invites parents for a final conference. All observations that have been made are reviewed. It is important for their teacher to know how a child has developed during their first years. In this way, they can ensure good follow through in a child's development. If the teacher has any questions, it is possible to exchange information with the mentor, but only with parental permission.

If a child is going to go and play at our out-of-school care, we ask parents' permission to pass on information to their new mentor. Permissions can be given via the Mijn Bink app.

If parents no longer remain Bink clients after their child's time at daycare, their personal details are destroyed after two years. Please also consult our Privacy explanations.

The reporting code for domestic violence and child abuse

When taking care of children, the topic of child abuse and domestic violence must also be addressed. Bink has, such as required by law, a reporting code for domestic violence and child abuse. We follow the steps of the reporting code by suspicion or signals of abuse and neglect.

If we see it as necessary, we will discuss this sensitive topic with parents. We are always acting from the perspective of shared care, without judgement and with the well-being of a child as goal.

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4- This is how we work- Our educational policies

Our educational policies are intentionally shown in a circle format. The base is within: the child at heart. Subsequently, our first goal is to create safety and security. Only when this is achieved can a child develop self-confidence and good relationships with others and further develop.

Emotional safety and security

An important base for children to develop is that they feel safe and secure. This implies, among other things, that a child knows what is expected of him or her, and that they may express different emotions. Educational staff members react appropriately to a child, actively show that they understand them. They do this, for example, by describing a situation. A child has a runny nose, but does not like having his nose wiped. The educational staff members goes and sits by the child, saying "I see that you have a runny nose, that's annoying right all that snot? And wiping your nose is also annoying. Your nose is all clean now! You can go and play again".

An educational staff member's behavior constantly shows how safety and security is maintained for children. A good example is when children go and get used to playing in another group. In this situation, an educational staff member accompanies the child and is involved and nearby to observe and name what a child is feeling. They also prepare a child for settling into their new group. They may say, for example, "After we have eaten our fruit, we will go to the toddler group to play there. They have the train track that you like so much, remember? ".

An educational staff members looks carefully at a child's behavior when going to the toddler group. A child may want to shake hands, but does not have to. An educational staff member can also express the feelings of nervousness in a child, and also describe what they see. "Look here, I see the toddlers already and there is the train track". They also observe a child's initiative to play. For example, if a child indicates that they want to play with the train or blocks, the staff member reacts positively. They also remain close to the child and is available for support if needed.

Room and challenge

When a child feels free to move about and go explore, it contributes to their development. Play, and play materials, is visible and attainable for children. Agreements are made about how play materials may be used, such as for example for paint. Educational staff members ensure that the children know the agreements. Most locations use a picture diagram on storage containers so that it is easy to find the desired toy. This encourages children to tidy

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up themselves. Educational staff members follow the children's initiatives to play and offer play materials that meet our enrich their playing experience.

It is easy to observe how educational staff members offer a variety of play materials to babies in a baby group. This can be done by sitting on the floor next to a baby with a book that makes crackling noises. She touches the book and says it makes noise and explains what she sees on the pictures. She lets the baby see and listen. She in this way follows the baby's signals.

A child crawls to discover and encounters all sorts of interesting materials such as a colander can or a wooden spoon. He/she puts the colander on his/her head and that when striking a wooden spoon on the floor, it makes noise.

An educational staff member follows a child's adventure by carefully observing. At times, they may decide to describe what they see, this in order to encourage language development. When a child hits the colander with the spoon, they may, for example, say "You are hitting the spoon on the colander and that makes noise".

A toddler group is also set up to meet their play and developmental needs. Different play corners are created where children can play together. The educational staff members can intentionally enrich their play by offering materials to play with or asking (learning) questions. Educational staff members observe play from a distance and intentionally choose to enrich or not to disturb their play. A few children are playing in the kitchen. They are busy making supper. The educational staff member observes their game and chooses the enrich it by asking what they will be eating and if they need to set the table. They ask what is needed to do so. In this situation, children learn together.

Positive self-image

A positive self-image is very important for children. Resilience, independence and self-esteem contribute. This helps them deal with all sorts of (social) situations and circumstances that they will be encountering at a later age. Educational staff members influence the environment in which a child is able to learn this. They offer children activities that they can join which meet their developmental level. They also offer appropriate support in enriching and discovering during play.

A situation that often presents itself and which nicely demonstrates the above is when a child asks to read a book together. A child comes to the educational staff member with a book. They react positively to this initiative and goes and sits with the child. The child reacts to what he/she sees in the book. The educational staff member asks questions and reacts to what the child is saying. In the meantime, more children come to sit next to the educational staff member. They also have the opportunity to react to the story being told and the

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reactions of other children. The children are encouraged to learn through questions asked by the educational staff member, such as “which objects are part of this story? Would you like to get a red car?”. Additional educational conversations can later take place about, for example, going on holiday or health, depending on what the book was about.

Together with others and Respect

The daycare group is a fantastic place for children to learn from and with each other. We find it important that children grow with each other and that they learn which social norms and values they execute together. We see it as our active role to teach children to learn how to be together and to provide the environment in which they can learn social skills. Educational staff members do this by, among other things, encouraging contact between children. This can also be done, for example, by organizing group activities, but also by giving children the opportunity to resolve their own conflicts. The educational staff member observes and interferes if needed.

A good moment to recognize a social learning opportunity is during a meal. The educational staff member ensures that all children know that they are about to sit at the table to enjoy a meal together. This can be done by telling children individually whilst they are at play, or singing a song to indicate that it is time to set the table. When all children are seated, they are able to choose what they would like on their bread and are encouraged to make their sandwich themselves. Educational staff members keep a close eye on the children and offer help when needed.

Interaction between the children is encouraged by the educational staff member who will invite them to talk about their experiences and ask (open) questions. It is also an opportunity to learn, for example by discussing all of the different kinds of fruit or the colors on their plate. In the meantime, the educational staff member stays alert and observes the children’s verbal and non-verbal behavior. The educational staff member will indicate that they have seen and heard a child by verbally reacting, nodding and making eye contact. Aside from learning to share a meal, children also learn to wait for their turn. They take turns, among other things, by waiting to speak, but also to wait for help and support from an educational staff member, such as, for example, when making their sandwich.

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5-Together with parents

The parent committee, thinking, talking and doing together

Every location with room for fifty children or more has 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.

The committee consists of several parents as representatives who look after your needs and those of other parents. The parent committee is involved and advises on matters concerning policies and agreements made concerning health and safety. 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.

Aside from the parent committee, there is also a central parent committee. The location parent committee has given mandate on matters concerning all of Bink's locations to the central parent committee. Some examples are the educational policy, nutrition policy or rates.

Talking with parents

We do all that we can to keep the quality of care we provide at its highest, and improve if needed. 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, complaint procedures, which can be found on Bink's website, are followed.

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.

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6-Childcare location Toermalijn: groups and staff members

The primary group

A child's steady group is the primary group. This primary group has its own name, own location and steady educational staff members. Babies spent the larger part of their day in their primary group with their steady caregiver. We ensure that there are always enough familiar faces for the children in the group.

When a child is older, around one and a half, they will more often leave their primary group or participate in an activity. A child will always be taken care of and have their meals and snacks in his or her primary group.

	Age category	Maximum number of children	Number of educational staff members
Gele Kabouters	0-2 years old	8	2
Rode Kabouters	0-2 years old	4	1
Groene Kabouters	0-3 years old	9	2
Gele Reuzen	2-4 years old	16	2
Rode Reuzen	2-4 years old	16	2
Blue Turtles International Group Toddlers	2-4 years old	16	3
Yellow Turtles International Group	0-4 years old	12	2

Every primary group has its own steady educational staff members (most often three). They know the children and ensure that the right care is given. In the online parent-educational staff member portal Mijn Bink, everything a child drinks or eats, how often they sleep, and any other important information is registered.

We also use Mijn Bink to inform parents of holidays, or (long-term) absences of one of the steady educational staff members. The name of the substitute is also given. In this way, parents are informed when there is a change in the regular schedule.

Under extreme circumstances, when all other options have been looked into, and only in consultation with parents, a child may be placed in two groups. This is only possible for a temporary, foreseeable period of time.

Combining primary groups

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It is possible that primary groups are combined consistently on one day when fewer children are present. In order to ensure that children feel secure when groups are combined, we take care that a steady educational staff member is present.

During holidays, when it is often the case that fewer children are present, a schedule is set up in advance where groups can possibly be combined. Also during these times, we ensure that a child is placed in a maximum of one other group than their primary group, and that steady educational staff members are present. Parents are informed of the holiday schedule ahead of time.

Moving to a new primary group

When a child moves on to the next primary group, he or she needs time to settle in. During the settling in time, a child's current and new future group work closely together. An educational staff member accompanies a baby during their first settling in appointments in the new group when possible. She is a child's trusted person. She also shares important information about the child with her colleague.

If a child is not yet familiar with the group, we start by playing there for about one hour. We observe the child closely, and if he/she says they want to go back, then they can. A child will stay progressively longer in their new group, perhaps eating a meal together and then going down for their nap. We inform parents of how the settling in is proceeding on a daily basis and an appointment is made with parents to discuss the transition to the new group.

Opening hours and diverging from the staff member to child ratio (bkr)

Daycare location Toermalijn is open from 7:30 a.m. to 6:30 p.m.

Regulations for the child to staff member ratio (bkr) are legally defined in the childcare quality law. The law regulating the bkr requires a certain number of educational staff members per amount of children present. When a location is open for ten hours or more per day, it is possible to deviate from the bkr for a maximum of three hours at times when half of the children are present.

For baby groups, every day:

Times when it is not possible to deviate from the bkr	Times when it is possible to deviate from the bkr
7:30 to 8:00 a.m.	8:00 to 8:45 a.m.
8:45 a.m. to 1 p.m.	1 p.m. to 2:30 p.m.
2:30 p.m. to 5:15 p.m.	5:15 p.m. to 6:30 p.m.
6 p.m. to 6:30 p.m.	

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Days: Monday, Tuesday, Wednesday, Thursday and Friday (toddler groups)

Times when it is not possible to deviate from the bkr	Times when it is possible to deviate from the bkr
7:30 to 8:00 a.m.	8:00 to 8:45 a.m.
8:45 a.m. to 1 p.m.	1 p.m. to 2:30 p.m.
2:30 p.m. to 5:15 p.m.	5:15 p.m. to 6:30 p.m.
6 p.m. to 6:30 p.m.	

Binkers: 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 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, visual coaching and workshops. The educational coaches that are working for Bink also guide the location managers.

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 on the work floor.

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 redundant 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

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to a student are determined together. It is at times 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, under certain conditions, (see collective childcare branch agreement, CAO) may be placed to work in a group.

The BBL student always starts as redundant 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 method training. We also train educational staff members in regards to child abuse and domestic violence, in first aid from the Red Cross. Students are also coached using visual feedback training methods.

At times, we also have interns who are with us for a social or introductory internship. 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
- Give a child a bottle or fruit snack 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. Every volunteer signs a contract in which tasks and responsibilities are clearly defined. Volunteers are always extra in a group.

Back up

There are, in principle, always at least two educational staff members present on location. If one educational staff member is present, the support of this staff member is always done by another adult. The (substitute) location manager can, in principle, be reached at all times. The Health and Safety location manual gives a specific description of the back-up regulations.

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