

## Educational work Plan Rembrandtplein



on bink's website.

### Contact information

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### Our location

Out-of-school care Rembrandtplein is located in a beautiful Dudok building. We share the building with IPS Hilversum and the International Playgroup, our English-speaking playgroup. Children receive a lot of individual attention. Out-of-school care location Rembrandtplein houses 6 primary groups.

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## 1. Ins and outs of the group

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

### Introductions and settling-in

#### *Introductions*

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

#### *Settling In*

Parents are informed about their child's first day of out-of-school care during the first introductory meeting. They are also told at what time they can come and pick up their child. If parents are present or not during a child's first pick-up from school is dependent on the needs of each individual child.

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

### Bringing and picking up

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

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

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

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

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### Opening hours

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

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

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

### Reporting absence

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

### Holidays, exchanging and extra days

#### *Discretionary days*

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

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

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

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

Parents can also request an extra day or half-day, in addition to the regular out-of-school care days. Whether a place is available on the requested day depends on the group size, the group composition and the number of pedagogical staff members available. Parents can request extra out-of-school care up to 14 days before the requested day via Jaamo. The

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costs for the extra day will be automatically deducted from the discretionary days. When the credit balance of the discretionary days has been fully used, the costs for the extra out-of-school care day will be automatically invoiced.

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

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

If a child becomes ill at out-of-school care or comes in already ill, we first look at the general impression he or she gives us and at the child's wellbeing. Does a child feel ill and does their behavior indicate that this is the case? Think of signs of pain, being clingier, crying a lot, a fever, vomiting, and diarrhea or not wanting to eat or drink. If a child is ill, he or she needs care and attention. At playgroup, a child cannot receive the amount of attention he or she needs, without affecting the other children in the group. This is an unpleasant situation for the ill child and the other children in the group. This is why we ask parents to come and pick up their child if they cannot participate in the daily activities. If the parents cannot be reached on their own telephone numbers, we call the emergency telephone number given in Jaamo. We ask parents to please keep their own numbers or emergency numbers up to date via Jaamo.

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

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

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

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## 2. A day at the before and out-of-school care location

### A predictable daily schedule

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

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

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When the children are still sitting at the table, the educational staff members tell them which group activities they can participate in. For the youngest and the middle group, pictures of the group activities are displayed on the activity board, and for the older children the group activities are written on the activity board. After eating and drinking, the children choose with whom they want to play, in which activity they want to participate, or in which play corners or with which materials they want to play.

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

## Eating and drinking

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

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

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

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

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## *Sitting at the table together*

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

## *Treats on Birthdays*

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

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

<https://www.voedingscentrum.nl/nl.aspx>), parents can find examples of healthy treats.

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Children do not receive unhealthy treats like chocolate bars or chips; these are not distributed within the group. If parents bring an unhealthy treat, it will be returned to them. We prefer to prevent such situations. Hence, whenever possible, we proactively seek agreement with parents regarding the treat beforehand.

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

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

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

#### *Celebrations at Afterschool Care*

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

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

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

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## Playfully discovering and exploring

Playing and participating in activities can take place in various areas within our facility. It happens in the child's own group space, in other areas like the hallway or outdoors. If a child is playing in a different area than their base group, a pedagogical staff is always present, ensuring that there are enough staff members for the number of children present.

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

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

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

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

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

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## Various Family Situations

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

## Media smart

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

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

Out-of-school care Rembrandtplein does not have a television. On special occasions, such as the Sinterklaasjournaal or the Olympic Games, we may use a beamer and screen. We do not, in principle, watch movies during school weeks. We may, on occasion, make an exception, on, for example, very rainy days. We sometimes watch a movie during school holidays.

## Playing indoors

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

In principle, the youngest children find everything they need in their own primary group room. They usually still prefer to play in their own familiar primary group.

From an educational point of view, we also find it important to challenge children- and increase their self-reliance. That is why we occasionally offer children, mainly the children from the middle group (6-8 years of age) and the group with the oldest (8+) children, the opportunity to participate in a certain activity in another group room.

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

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## Playing in the garden or on the playground

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

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

- the fenced playground/garden for the group of the youngest children (4 – 6 year olds) with plenty of space for cycling, playing hide and seek and running around. There is a swing, a water fountain, an outdoor kitchenette, a jungle (climbing) gym with a slide and a sand box. When the sun shines more often, large shade cloths are hung over the picnic tables and the sandbox to provide shade.
- The playground at the front of the building has a swing, playground equipment, a ping pong table, a football cage, a tumble bar and space to run around, skate/roller blades and make use of snake bikes.

## Excursions

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

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

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

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

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

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

## Transportation

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

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

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

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

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## *Bink-van*

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

The rules in the van are:

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

## *Walking*

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

### *The rules for walking are:*

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

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

### *The rules for cycling under supervision are:*

- when cycling in a group, the children cycle behind each other, or, if possible, in pairs;
- when accompanied by two educational staff members, the children cycle in between them, one educational staff member in front and one at the end;
- sitting on the back of another child's bike is not allowed;
- when crossing the road, the educational staff member in front indicates when this is possible and blocks the road for through traffic;
- children wait for each other on the other side, until the basic position (educational staff member in front and behind) has been taken again;
- when accompanied by one staff member (max. 10 children), the educational staff member bicycles either in front or behind, depending on the composition of the group;
- the educational staff members wear Safety First vests (Veilig Verkeer-hesjes).

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

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

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

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

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

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

### Company clothing

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

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

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

#### **Mentor**

All educational staff members of a group are responsible for the care and guidance of all children. Children have a steady educational staff member as their mentor. Parents and child meet the mentor during their first introductory intake appointment. The mentor is an educational staff member from the child's own group that he or she often sees. Would you like more information about what you can expect from a mentor? Additional information on this topic is available in chapter four of our educational policy.

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

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

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

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

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

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

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

### **Together with school**

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

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

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## 4. Together with parents

### The parent committee

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

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

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

In addition to a parent committee per location, Bink also has a central parent committee. The location's parent committee has given mandate to the central parent committee for subjects

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pertaining to all of Bink's locations. Some examples are the educational policy and the general nutrition policy.

### **Talking with parents**

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

#### *Childcare arbitration committee*

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

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## 5. The group and the staff members

### The primary group

The same educational staff members work in each primary group. They know the children well and provide the right guidance. Bink works with the online parent portal , in which details of all the children are noted.

Via the parent portal. we also inform parents of holidays or the long-term absence of one of the permanent educational staff members, and the name of the substitute will be listed. In this way, parents can see during which period there is a deviation from the basic timetable. In very exceptional cases, when there is no other option and only after consultation and with the consent of the parents, we place the child in two groups. This only occurs if it is for a temporary, manageable period.

| Name basic group | Age structure | Maximum number of children | Number of pedagogical staff |
|------------------|---------------|----------------------------|-----------------------------|
| Robijn           | 4-6 years     | 20                         | 2                           |
| Indigo           | 4-6 years     | 10                         | 1                           |
| Koraal           | 6-8 years     | 22                         | 2                           |
| Karmijn          | 6-8 years     | 11                         | 1                           |

|                |                          |                          |            |
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|        |            |    |   |
|--------|------------|----|---|
| Violet | 8–12 years | 12 | 1 |
| Sierra | 8–12 years | 24 | 2 |

## Activities in groups of more than thirty children

When a group activity is organised in which more than thirty children participate, we ensure that steady educational staff members from different basic groups will be present. We also comply to the child–care giver ratio. We tell children which educational staff member they first need to go to. We explain the activities to small groups of children and make agreements together as to how everyone is expected to behave.

## Collaboration with Other Base Groups and Locations

When base groups collaborate and children utilize a second base group, we always do this with parental consent. We ensure that children are accommodated in a maximum of one other base group.

At times, base groups may collaborate on specific days if they are not fully occupied. In these instances, we temporarily close one base group and relocate the children to another base group. For example, at this location, we place the children from group Karmijn in group Koraal on Wednesday and Friday. Additionally, we place the children from group Violet in group Sierra on Tuesday, Wednesday, Thursday and Friday.

Sometimes, base groups occasionally collaborate due to fewer children, and we communicate this promptly to parents and children to ensure everyone is aware of the group composition.

During holidays, there might be instances where we accommodate children from multiple locations at one facility, a practice we refer to as clustering. When this occurs, parents are informed. We also communicate to children and parents about the group composition.

## Temporary Placement in a Second Base Group

Occasionally, we place children in a different group than their own base group, aligning with the children's needs. We consider factors like the group's composition, including the number of children and their age distribution, interests, activity offerings, and friendships. We request written permission from parents for accommodating children in a second base group. This arrangement is always for a mutually agreed–upon period."

## *Settling-in in a new primary group*

Exchange or extra day:

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It is pleasant for the child that the exchange or extra day takes place in his or her own group, where the familiar group members and educational staff members are also present. If there is no room in the child's own group, but there is room in another group, we can place the child in the other group for that day. We will ask the parent's written permission in advance.

Temporarily in another group:

Sometimes we place children in a group other than their own primary group, taking into account the needs of the children. We pay attention to the composition of the group of children, such as the number of children in combination with the age structure, the interests, the activities on offer and friends. We ask parents for written permission to place children in a second basic group. This is always for a set period of time.

When a child moves to a new group depends on age, development, friendships and space available in the group. During the child's settling-in period, the current and new group work closely together. The mentor from the current group accompanies the first settling-in appointments. She is a familiar person to the child and will also pass on important information about the child to her colleague.

### **Settling-in in a new primary group**

Settling into a new group takes place in between meal and snack times. After the first snack of the day, a child will accompany their mentor to the new primary group. The child can then participate in activities in their new group. The total number of children present is taken into account when arranging the first settling-in time during a meal or snack. We pay attention to all children during a child's settling-in. A child can always chose to go back to its primary group at any time: a space always remains available. After the settling-in time, we discuss how it went with the child's parents.

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

At the out-of-school care location, it is permitted to deviate from the staff-to-child ratio (*bkr*) for a maximum of half an hour before and after school and on free afternoons. At least half the number of staff members must be present at these times.

On non-teaching days, when children are cared for longer than 10 hours, it is allowed to deviate from the *bkr* up to a maximum of three hours.

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

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

|                |                          |                          |            |
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|              |                             |            |                 |
|--------------|-----------------------------|------------|-----------------|
| Group Sierra | Pedagogisch<br>medewerker 1 | 7.45–17.15 | 13.00–14.00 uur |
|              | Pedagogisch<br>medewerker 2 | 9.30–18.30 | 13.00–14.00 uur |

## Which language do we speak?

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

## Who works for Bink?

### *Staff members, training and education*

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

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

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

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

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

The BOL student is always scheduled as extra staff. The acquired competencies determine what the student can do independently in the group under the supervision and responsibility of a certified colleague. The educational institution, the work supervisor in the group and the work placement trainers are involved. The tasks and responsibilities assigned to a student are determined together. It is possible that a BOL student (minimum second year student) is at times and during holidays scheduled to work in a group. This is always with an

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experienced steady colleague. The educational institution (proof of transition from first year of study to second), the work supervisor, the educational coaches and the manager have determined together that a student is ready and, under certain conditions, (see collective childcare branch agreement, CAO) may be placed to work in a group.

The BBL student always starts as extra staff in a group. Depending on the acquired competencies, a student will gradually be allowed to work with a certified colleague. The acquired competencies determine what tasks and responsibilities are assigned to the BBL student. These tasks become more and more those of a certified educational staff member. These are also registered in a learning feedback/evaluation system, which a GGD inspector can inspect. Together with the student, the work supervisor, the manager and the educational coach determine where a student is in their learning process.

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

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

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

## *Volunteers*

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

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