



### Happily growing together at the International Playgroup

#### Welcome to the International Playgroup!

This educational work plan describes what a day at this location consists of and how the groups are assigned. It also provides important information about this location, such as opening hours, activities and what to do when your child is ill. This work plan is part of Bink's educational policy. Our educational policy and more information about our educational flower can be found on Bink's website.



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International Playgroup is located in the center of Hilversum in a beautiful old Dudok building with an adjoined playground. The International Primary School (Rembrandt location) and the out-of-school care Rembrandtplein is also located here. The International Playgroup consists of one group with a maximum of 16 children.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	1 van 18

## Inhoudsopgave

<b>1 Ins and outs of the group</b> .....	<b>3</b>
Intake and settling-in .....	3
Bringing and picking up.....	4
Opening hours.....	4
Declaring a child absent.....	4
Exchange and extra days .....	4
What do we do if a child becomes ill?.....	5
What do we do if a child has an accident?.....	5
<b>2 A morning or afternoon at playgroup</b> .....	<b>6</b>
A predictable daily routine .....	6
Eating and drinking .....	6
Celebrations at playgroup.....	7
Bodily care.....	7
Playfully discovering and exploring .....	7
<b>3 Working on children's development together</b> .....	<b>10</b>
Mentor .....	10
Following a child's development .....	10
Parental involvement .....	11
The transition to primary school .....	11
Working together with primary schools .....	12
<b>4-Together with parents</b> .....	<b>13</b>
The parent committee.....	13
Talking with parents .....	13
<b>5-The group and staff members</b> .....	<b>15</b>
The primary group.....	15
Spoken language .....	16
Who works for Bink? .....	16

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	2 van 18



## 1 Ins and outs of the group

### Intake and settling-in

During the first meeting with parents, we take our time to get to know each other and exchange information. We make agreements with parents to ensure as smooth as possible a transition so that their child can feel secure with us. We also let the parents know who will be their child's mentor. The mentor is a steady educational staff member to which parents can address their questions about their child's wellbeing and development. The mentor makes the settling-in appointments with parents.

A settling in period lasts two weeks on average, giving parents and children the opportunity to adjust to their new situation. A steady educational staff member, preferably the mentor, guides the child in this process. Settling in is often custom work. A child is welcome to attend for a full morning from their first day, with adjustments made in accordance to child's needs.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	3 van 18

During settling-in, the mentor will closely observe how a child feels by, for example, staying as visible as possible and introducing him/her to other children. A mentor will say what he or she is doing and what is happening around them. The mentor will also mention the emotions that he or she sees the child is showing, allowing a child to feel understood. In this way, a child can get used to a new situation, feels safe, wants to play and pays attention to what is happening in the group.

We always give parents the opportunity, aside from bringing and picking up moments, to call and ask us how their child is doing. If needed, adjustments are made to the settling-in agreements. Once the settling period is over, we discuss how it went with the child's parents.

Do you wish to learn more about what we find important when it comes to the settling-in of young children? Additional information on this topic can be found in the third chapter of our educational policy.

## **Bringing and picking up**

Children may be brought between nine and nine thirty and be picked up at twelve noon.

If parents are occasionally unable to pick up their child themselves, we ask that they let us know in advance. This is possible via Mijn Bink, the digital parental portal. We do not allow a child to leave with someone else without parental permission.

## **Opening hours**

International Playgroup is open from Monday through Friday from 9 a.m. to 12 noon.

Our playgroups are open during school weeks. We are closed during school holidays and on certain other holidays during the year. The school holidays and closing days can be found on our website.

## **Declaring a child absent**

We ask parents to let us know if their child will not be coming. The educational staff members will also be able to let the other children of the group know that a child will not be coming that day. It is possible to declare a child absent via Mijn Bink. Children's development is best enhanced when a child is present on all of their agreed upon partial playgroup days. Should a child not be present for an extended period, we will contact parents to discuss.

## **Exchange and extra days**

Children come to playgroup on the same set days per week. The strictly accidental exchange of a partial day or the request of an additional partial day can only be arranged in agreement

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	4 van 18



with an educational staff member. We determine if the request can be honored based on the size of the group and its composition. It is often the case that the requested partial day can only be considered and if possible approved on the day requested. This is because children are often declared absent on the same day that they are supposed to attend.

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

If a child becomes ill at playgroup 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 Mijn Bink. We ask parents to please keep their own numbers or emergency numbers up to date via Mijn Bink.

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.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	5 van 18



## 2 A morning or afternoon at playgroup

### **A predictable daily routine**

When a parent brings their child, an educational staff member gives them a warm welcome.

We have described what a typical day at playgroup looks like in our educational policy. More information is available in chapter three.

When a parent brings their child, they are given the opportunity to exchange important information concerning their child with the educational staff member. Saying goodbye is not always easy. We ask parents to do so where their child is currently playing. In this way, they remain more engaged in their play activity. If a child prefers to wave at the window, they may of course do so.

### **Eating and drinking**

Parents give their children a healthy snack from home, such as fruit or vegetables, with perhaps a cracker or rice cake. In the morning or the afternoon, children eat a healthy snack and drink water.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	6 van 18

We take the time to make eating together a cozy moment. We have conversations with the children and encourage them to talk to each other. Children sit in small groups with an educational staff member. They are also involved by helping to set or clear the table and are encouraged to do as much as possible themselves. They learn to make choices in what and how much they eat and drink.

We ask parents to let us know if a child is following a special diet or has food allergies so that we are able to keep this into consideration.

## **Celebrations at playgroup**

A child may celebrate his or her birthday at playgroup if he or she wishes to do so. The birthday child is the center of attention and can bring a treat to share. We ask parents to please bring a healthy treat. Children give a treat to the children of their own group. This is given right before or after snack time, so that teeth are not subjected to foods twice. If the treat is too much or not suitable because it does not follow our healthy nutrition policy, we may prefer to give it, or part of it, to take home.

Should you wish to learn more about what we find important concerning eating and drinking? More information on this topic is available in chapters two and three of our educational policy.

## **Bodily care**

A potty is, in principle, not used at playgroup. They are less hygienical than the toilet because they are more difficult to keep clean. Playgroups have special toddler toilets so that they can use them themselves. The educational staff member guides the child in their learning process to use the toilet on their own. Children still wearing nappies are changed once or more if seen as necessary.

## **Playfully discovering and exploring**

A child learns through play. We work by focusing on development and using our own method: Learning through play. This is a program developed by our education experts. We hold various daily activities in small groups. In this way, we are able to address a child's individual needs and development. We very specifically address every developmental area through play: motor and sensory skills, cognitive and language skills, creative and visual skills and social-emotional skills. We repeatedly work for several weeks with a specific theme, such as "My body", "Fall-Winter", "Shopping for groceries" and "Family". By offering children a variety of activities, we teach them to better understand and connect to the world around them. A theme lasts approximately six to eight weeks.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	7 van 18

Aside from the daily activities, where busy and quiet activities alternate, we also incorporate free play and routine activities such as eating and tidying up. We keep a close eye on a child's development. We adjust the activities we offer in accordance to how a child still can grow and further develop.

We make much use of the International Playgroup garden. The playgroup may also use the International Primary School's gym two mornings a week (Tuesday and Friday). They sometimes use the Rembrandtplein out-of-school care kitchen to cook.

### *Playing indoors*

Playing indoors occurs mostly in the group's primary location, and always under the supervision of an educational staff member. We always insure the right child-to-educational staff-member's ratio, this also being the case when a child goes and plays in a different location.

The room is set up to invite children to play, with a variety of play and development activities offered. We have: counting games, dolls, cars, puzzles, building materials, books, blocks, etc. We also have a theme table in the group where theme-relevant books and materials are presented. Other play materials are available in rooms, which we use for different activities, such as a sand (or water) table. The room has well defined play areas. By creating defined play corners, children are able to find their way on their own and can easily play in small groups without disturbing each other's play activity.

When playing in another room, an educational staff member supervises the International Playgroup's children. This is not possible on own initiative. Free play takes place in their own group.

### *In the garden*

Playing indoors is different from playing outdoors. The outdoor area again offers different opportunities to go and explore. Children discover their physical capabilities and explore what they can do with stones, sticks, water and sand. If children come up with their own games, we assess the level of risk involved and do not easily interfere. Children learn by falling and standing up again.

### *Our outdoor play area*

The International Playgroup has a surrounding garden with a lot of room to bicycle, play hide and seek and run around. There is a swing, a water fountain, an outdoor kitchen, a climbing jungle-gym with a slide and a sand box.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	8 van 18





When the sun begins to shine more often, large cloths are hung above the picnic tables and the sand box to provide sufficient shade.

*Excursions in the neighborhood*

On small excursions (such as for example a walk around the school building) we follow the excursions protocol. We go only if the number of children can be supervised by the necessary staff guidance and with parental permission. We use a walking rope that children hold on to and make agreements with them about how we should walk together. The children and staff members also wear Bink vests.

For larger excursions, such as a visit to the library, a playground or a petting zoo, we ask that one parent per child accompanies us.

Playfully discovering and exploring is one of our four educational principles. Additional information on this topic is available in our educational policy.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	9 van 18



### 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 the app "Mijn Bink". 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 "Growing Together" to follow a child's development, from the first meeting to saying farewell.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	10 van 18

A mentor observes a child twice a 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 Sherpa. The specialized staff members from these organizations are able to provide extra guidance or support for the educational staff members and your child. Specialized staff members observe a child in the group and give educational staff member's tips to guide the child. It is also possible that a specialized staff members guides the child personally. This will only take place after parents have been informed and given their permission to do so.

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

## **Parental involvement**

"Happily growing together" also means together with parents. The before-school-education aims to encourage a child's development at playgroup and in the home. Children are best prepared for primary school by also working on their development at home.

Parental involvement occurs in different ways at playgroup: during parent-teacher conferences, the parent meetings, or at the beginning of a new theme. At the beginning of a new theme, parents receive a detailed newsletter with information along with tips for addressing the theme at home.

## **The transition to primary school**

When a child turns four, they transition to primary school. A child's playgroup mentor invites parents for a final conference. All observations that have been made are reviewed and handed over to the parent as well as an overview report for the child's chosen primary school. It is important for their teacher to know how a child has developed during their first

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	11 van 18

years. We have good contact with our adjoined primary schools, and ask parental permission to send the overview report to the chosen school.

Should a child have an indication from the playgroup, we find it important to hand over the overview report in person during an appointment with the teacher, for example in the case of special developmental observations or if there is concern about a child's development. This we call a warm handover. This of course only takes place with written parental permission or their participation.

In this way, a teacher 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.

### **Working together with primary schools**

We have established good contact with the International Primary School (IPS), the International School Hilversum (ISH), the Junior Campus and the ViolenSchool. These are the schools that most children from International Playgroup attend once they reach the age of four. The handover is mostly done in writing, through forms provided by the school, with parental consent.

For children returning to their home country, or moving abroad, there is at times no handover to the school abroad, unless the school requests information.

The municipality also participates in a yearly meeting between primary schools and playgroups. During these consultations, we discuss topics such as, for example, how to do a handover or how to increase parental involvement.

More information about the transition to Out-of-School Care can be found in chapter four of our educational policy.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	12 van 18



## 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.

### 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

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	13 van 18



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.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	14 van 18



## 5-The group and staff members

### The primary group

A child's steady group is the primary group with a maximum of sixteen children. This primary group has its own name, location and steady educational staff members. Some locations allow toddlers to play, or have a special activity, in another room.

We ensure that there are always enough steady staff members present for the number of children in the group.

The primary group is a familiar location, where the children can feel at ease. They know their way around and the children can take play materials and tidy-up on their own.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	15 van 18

Name of primary group	Age category	Maximum number of children	Number of educational staff members
Playgroup	2–4 years	16	2

Every primary group has its own steady educational staff members; at least one staff member per eight children present. They know the children and ensure that the right care is given. All of a child's important information is registered in the online parent-educational staff member portal Mijn Bink, such as, for example, information about food and allergies. We also use Mijn Bink to inform parents of (long-term) absences of one of the steady educational staff members. The substitute's name is also mentioned. In this way, parents remain informed of any changes in the regular schedule.

## Spoken language

The International Playgroup targets expat families and all other parents who wish to have their children learn and speak the English language at playgroup to be prepared for an international school and a "globally oriented life". This is why the International Playgroups spoken language is English.

We encourage the children to develop their English language skills. For some of the children attending International Playgroup, English will be their second or third language. For others, their mother tongue. This is why we speak English only with International Playgroup children and parents. Our educational program, books and other developmental materials and activities are adjusted for the English language. Our International Playgroup is comparable to our regular daycare, but without mandatory VVE.

## 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.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	16 van 18



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

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

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

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

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

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

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

- play indoors or outdoors with children
- Read children a story
- Play games
- Assist during snack time under the supervision of an educational staff member

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	17 van 18



–help with group and household chores

The International Playgroup does not at this time have any interns or educational support student.

### *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.

There are no volunteers working at International Playgroup at this time.

Onderdeel van:	Kwaliteitshandboek medewerkers	Datum laatste wijziging:	22-11-2021
Titel:	Pedagogisch werkplan psz		
Printdatum:		Pagina:	18 van 18