



Pedagogical workplan International Playgroup

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Introduction

This Pedagogical Work Plan is the practical component and completion of Bink's policy. This Work Plan clearly explains how Bink's policies are put to use during the International playgroup's daily activities. This workplan is intended for employees of Bink and parents who want to know more about the daily routine of the International play group. The workplan is evaluated annually by means of audits and coaching and adjusted where necessary.

Children are naturally curious to learn more about their environment and have new experiences through play. Much of their development depends on the environment they are in, the materials available, and guidance provided. Children are able to develop and gain important competencies provided their environment encourages and invites them to explore and play.

In the past, family units used to be bigger, often allowing children to play with brothers and/or sisters. Children often played outdoors, allowing them to discover and have many enriching experiences. Today many things have changed. The family unit has become smaller, and it is more difficult for children to play outside because of a shortage of space and busy traffic areas. This has resulted in children less often being able to play and interact with other children. The playgroup offers these opportunities. Here children play with other children in their group and are able to participate in activities using a variety of materials.

Bink sees the playgroup as an important additional component to the education and development that children experience in the home. This is all the more so for children who have just moved and/or are temporarily living in the Netherlands and miss a social network.

We work in accordance with a clear pedagogical policy. This work plan gives a clear description of how this is brought forth in the daily routine and what parents can expect from a playgroup.

Chapter 1 Pedagogical Principles

The core function of the playgroup is to provide plenty of developmental opportunities for children between two and four years of age by means of offering them a wide variety of multifaceted play activities.

The four core principles of a playgroup are:

1. Stimulating development
2. Close observation (early)
3. Structuring the continuous learning and development curve
4. Offering parents support in child rearing

We use the methodology "Child at Heart" to execute the core functions stated above.

Child at Heart

Every child is unique, with their own temperament and preferences. We find it important that the playgroup meets the needs of every child so that they can feel safe and secure and have fun. Then, and only then, can a child develop and grow. This we do by closely observing and listening to the child's own initiatives as they themselves experience them.

Our methodology, Child at Heart, is based on the four child rearing goals as defined by Professor J.M.A. Riksen-Walraven: providing an emotionally safe environment, the opportunity to be able to develop personal and social competencies, and the transfer of norms and values.

"Child at Heart" works from the following fundamental principles:

- Safety and Security
- Space and Challenge
- Positive self-esteem
- Together with others
- Respect



These fundamental principles are illustrated in a circle, and this with good reason. The basis is at the center of the most internal circle: the child at heart. As a result, our first goal is then to create safety and security. Only when this need is met can a child develop self-esteem, establish good relationships and interact with others.

This circle of agreed upon goals gives the means to our work methodology. Below you will find a short description of what each circle stands for and how it is in practice used and defined.

1. Safety and Security

- We give children love and warmth;
- We indicate what children can expect;
- We use rituals to give children a safe and secure feeling • We offer children safety and are close at hand in new situations;
- We do our utmost to meet the needs of children.

2. Space and Challenge

- We give children space;
- We offer children a choice;
- We allow children to come up with ideas and solutions themselves;
- We offer children plenty of opportunities to discover and to do things themselves;
- We make simple activities such as eating and taking off your coat (undressing) a fun and challenging activity.

3. Positive self esteem

- We accept the way a child feels ;
- We help children develop their qualities;
- We assume that children are positive and mean well;
- We value children and bring them positive messages;
- We let children try out new things and give them responsibility.

4. Together with others

- We often work in small groups;
- We help children work together;
- We favour interaction between children;
- We let children choose who they want to be or play with;
- We give children the opportunity to resolve their conflicts together.

5. Respect

- Every person is unique and deserves respect;
- We respect differences and treat each other with respect;
- We explain to children which rules are to be followed and why;
- We give children positive opportunities to experience nature;
- We bring children respect for themselves, for others and for the environment.

A more detailed description of how we further implement these fundamental pedagogical principles can be found in our Pedagogical Policy.

For example, a playgroup will have a separate doll corner, a building corner, a puzzle cupboard, a water and sand table, an arts and crafts corner and the necessary materials for conducting activities in these corners. All of these corners offer children the opportunity to play freely whilst contributing to their cognitive development and motor skills. Every period of a child's development uses its own specific method to enable a child to obtain the necessary knowledge.

It is the pedagogical staff member's (care giver) duty to offer the right learning materials at the right time. By doing, discovering and experiencing things themselves, children are able to develop their self-esteem and take responsibility. The role of the pedagogical staff member (care giver) is to observe and guide this process. This pedagogical work plan further illustrates how we use these fundamental pedagogical principles.

Chapter 2 The Care of Children

The Primary Group

All children are part of a set group of a maximum of sixteen children between the ages of two and four. This group has its own room in the day-care building and has steady pedagogical staff members (care givers). In certain day-care locations, children are also able to make use of other rooms to play such as the gym or participate in a specific activity. The International Playgroup has the opportunity to use once a week the gym of the International Primary School.

The Primary Group room gives children a familiar environment where they can feel at ease. They know where they can find specific toys to play with, the materials they need for their chosen activity and where to put them back when they are done. The room is set up according to Bink's Room Layout Policy.

The Start of the Day

Parents and children are given a warm greeting in order to ensure that the child feels welcome. Each child is given individual attention and important information about the child is communicated with the pedagogical staff member. We find it important that a parent leaves their child with a definitive goodbye. How this is done depends on the child: sometimes a child will wave to their parent from where they are already playing, but they may also choose not to.

Some children find saying goodbye to a parent difficult. A child is allowed to cry or get angry when their parent leaves the group. We comfort and help the child in a way that best suits him or her. We do so by stating what is happening and how the child is feeling. After a while, we offer help by trying to distract a child and help them focus on a new activity, such as reading a book or singing songs.

Guidance

Every group has at least two permanent staff members as well as an occasional additional trainee. They know the children well and ensure that the best guidance is given. The International playgroup does currently not have an additional trainee.

We look carefully at the specific needs of the children. We create safety and security by giving warm attention, abundant communication, hugs and predictable behaviour. We explain what activity is going to take place and what the children can expect. We encourage children to be self-sufficient and help them if needed to prevent frustration. Children often need help when playing with each

other or having to share toys. We do not interfere too quickly, but instead look at what children are able to do themselves and determine what help is necessary to resolve the situation.

Young children need adults to communicate clearly and positively with them. For this reason, all of our pedagogical staff is trained to use the Gordon Communication Method. With the use of "I messages", children are taught what behaviour is acceptable and what is expected of them. Children are encouraged to express their feelings with the use of "active listening".

Children want to learn and discover. As they grow, they become more and more independent and do not always need the help of an adult. For this reason, we give children plenty of opportunity to play and to retreat to separate designated play areas. The opportunity to learn and discover is a very important aspect in the play activities we offer.

Settling in

When children first come to playgroup, they receive many different stimuli. They have to get used to their new pedagogical staff member (care giver), to all of the children in the group, and to all the activity and noise around them. Children (and parents) need time to adjust. The settling in process is always guided by the same pedagogical staff member who will be the child's mentor (please refer to chapter 5 for further details). He/she will establish a settling in period based on their observation of how the child feels in their first few weeks. In consultation with the parents, the settling-in period is adjusted if needed. The child's individual needs form the guideline for this process. The settling-in usually lasts for a period of two weeks. During this process, extra time is taken for communicating with the parent when transitioning to and from the playgroup and to talk about the child's wellbeing.

Alimentation

Bink finds it important that children are offered variety in their alimentation, that they can make their own choices and that they can enjoy healthy snacks. Children are given a snack from home (fruit or vegetables) to take along. Water is offered during snack time. Fruit snack time is important for children, but just as important is the atmosphere in which it takes place. If the atmosphere is pleasant, it is nice to sit at the table or in a circle together. We ensure that children are given enough time to rest and enjoy their snack time. We all eat together so that children are given the opportunity to interact with each other. Our guidance is open and engaged. We help children when needed, but interact in a flexible manner with the group. If a child cannot sit at the table for a long period of time, for example, during their settling-in time, he/she is allowed to leave the table earlier. This is carefully explained to the other children remaining at the table.

Celebration and Eating

Children enjoy celebrating their birthday. We therefore attach special importance to the ritual of a celebration and the special attention it brings to a child. The birthday child is the center of attention! Special healthy snacks may therefore be shared with the children in the group. Tips for healthy celebration snacks to share may be found on the “Voedingscentrum” website, www.voedingcentrum.nl.

A child may bring a special celebration snack to share in consultation with the pedagogical staff. The birthday child may share their special snack with the children in their own group. This is done before or after the fruit snack break, or at the end of the morning.

Should a pedagogical staff member find the treat too much to consume during playgroup time, children are given a portion along to take home.

We ask parents with children with specific food allergies, or that are following a special diet, to bring their own special treat for their child.

On special occasions, such as ‘Sinterklaas’, Easter or the summer party, it might be that we are offering the children a little treat.

Changing of Nappies and Potty Training

Safety and security are of utmost importance during bodily care. Children need to feel safe, which is why we are extra careful when administering bodily care. We change nappies of children that are not yet potty trained as needed. We try not to interrupt children at play, but instead create natural moments to change nappies and go to the toilet. Children may also go to the bathroom by themselves in a small group. We also introduce children that are not yet potty trained to join in going to the toilet.

Pedagogical Staff, Training and Continued Education

Bink attaches great importance to the continued professionalization of its staff members. A yearly review of the professional level of expertise serves to determine and create the staff educational plan for each individual location. The educational plan includes the administering of workshops, trainings and courses to favor further professionalization and meet the need for further personal development as well as pedagogical quality improvement.

Pedagogical coaches are also assigned to give coaching on-the-job and video training to pedagogical staff members. All new staff members also receive a Gordon Method Communications training.

New insight and discoveries in the field of psychology, pedagogy and education are closely followed and implemented in our pedagogical methods if applicable. In this way, Bink ensures and monitors the level of pedagogical quality offered on the work floor.

Bink also employs interns and students who are in the process of obtaining their diploma to be able to work as a pedagogical staff member. We are a recognized student educational company. Every intern and student staff member (BOL and/or BBL) is guided and assessed on location.

The supervision is provided by the work supervisor; this is a trained pedagogical staff member at the location. In this way constant adjustments will take place as well as the optimization of the exchange between theoretical information and practical experience. The educational level of interns and student staff members are taken into account when determining and assigning tasks. Every intern has an individual supervision plan with care and supervision tasks of the children in compliance with the 'CAO Kinderopvang'.

BOL Interns are working in the group in addition to the required amount of pedagogical staff members. These interns (under contract) are occasionally incorporated as extra support staff for formative purposes, in compliance with the 'CAO Kinderopvang'. BBL Interns (employed by Bink) are gradually incorporated in the staffing set up. The International Playgroup does currently not have any BOL or BBL interns.

Bink also administers a yearly training for all staff members about child and domestic abuse, giving them recent information and developments on the topic. In case of concern for a particular child at a location, the Child Abuse Attention Officer is always involved.

Volunteers

It is at times possible that a volunteer is scheduled to work at the International Playgroup. There is currently no volunteer working at the International Playgroup. Should a volunteer be present, they will also be involved and interact with the children by helping with daily tasks, such as for example reading a book or assisting with activities. The way in which the volunteer will be performing tasks, under the supervision of a pedagogical staff members, is described in Bink's Volunteer Policy. An employment contract will be administered, clearly stating, among other things, the tasks and responsibilities of a volunteer. A volunteer is always scheduled in addition to the required amount of pedagogical staff members.

As the main language of the International Playgroup is English, it is not necessary for the volunteer to speak or write Dutch fluently as described in the Volunteer Policy. The volunteer must have a good command of the English language.

Leaving the playgroup

When a child is leaving the playgroup, an exit interview takes place. Parents receive their child's file from its mentor. This file includes all of the recorded observations during the child's stay at playgroup and a transfer document for the primary school that the child will be attending. In order to ensure continuity in a child's transition to primary school and to provide learning materials that meet the child's developmental needs, it is important that the first primary group teacher has a good overview of their development in the past years. We therefore ask the parents' permission to pass the file on to the primary school teacher. If there is some concerns about a child's development, or if the child has special needs, it may be beneficial, with parental approval, to set up an appointment (the warm handover) to discuss the child's file in further detail.

We have good contact with our affiliated primary schools.

Should services provided by Bink no longer be used after attendance at a playgroup, all personal details will be permanently destroyed after two years. If a child will be continuing on to one of Bink's out-of-school care locations, we also ask parents if the mentor of the child can forward their child's file to their new out-of-school care mentor.

Chapter 3 Activities

At the International Playgroup we work with our own development focussed method: 'Spelend Ontwikkelen' (Development through play). This program has been made by our pedagogues for the age group of 2 years to 4 years.

On a daily basis we offer a variety of activities for the children in small groups. This way we can tune in to the different needs of the children in their own stage of development. With the activities we playfully and consciously stimulate all developmental areas: motor-sensory, cognitive-language, creative-visual and social-emotional.

Throughout the course of a few weeks we will continuously work around recognisable themes like 'my body', 'autumn and winter', '(grocery)shopping' and 'family'. Through a variety of playful activities the children will start to learn and understand context of the world around them. A theme usually will last 6 to 8 weeks.

Apart from the daily guided activities where calm and more active activities alternate, there are also plenty moments for free play and the recurring activities like eating together and tidying up together.

Play and Learn Environment

The group classroom is set up so that children are offered a wide variety of play and development activities to choose from. We have: counting games, dolls, cars, puzzles, building materials, books, blocks, etc. There is also a theme table in the group classroom where various materials and books about the theme can be found. Other play materials are available in specific areas designated for their use such as a sand table. Each classroom has specifically designated separate play areas. By specifically defining the space and closing it off, children can easily find their way, providing the perfect opportunity for children to play in small groups so that their play time cannot be disturbed.

Activities outside of the primary group

We attach great importance to being able to offer a wide variety of activities to choose from, sometimes resulting in activities being offered in different locations (such as the gym or outdoor play). Children are then free to choose from several possibilities. We purposely choose to offer activities in smaller groups on a daily basis in order to best meet the children's individual developmental needs. Although the child-to-staff member ratio may vary during these times, we ensure that sufficient supervision is provided.

Outdoor Play

Outdoor play is important for children, which is why we go outside as much as possible. Some playgroups have specific times that the children go outside, and in other playgroups children can

decide for themselves when they want to go outside and play. We encourage outdoor play as much as possible and keep an eye out to ensure that all children go and play outside at some point during the day. In addition, specific outdoor play activities are organised as they provide children with a different kind of enriching experience.

Activities Away from the out-of-school care location (Excursions)

Aside from activities in the playgroup or outdoors, children may also go on excursions. Examples of excursions are: going grocery shopping, going to the library, feeding the ducks in the park or going for a walk in nearby woods. Parents are asked if they want to give permission for such excursions during their first introductory meeting.

Every year we attempt to organise at least one excursion for toddlers, such as the Summer Festival or going to the Petting Zoo. We include all toddlers of every playgroup. For this reason, the excursion may take place on another day than your child's regularly scheduled day at his or her playgroup. It is expected that a parent join in the excursion to supervise. For all activities outside the playgroup area, definite rules and safety regulations are clearly agreed upon and explained before the excursion takes place.

A pedagogical staff member always has their cell phone with them during an excursion. They also wear special Bink clothes so that they are easily recognizable. Children wear a special Bink vest over their clothes during excursions in order to ensure that they are visible and easily recognized by the pedagogical staff members.

Circle Time/At the Table

When we sit at the table in the morning, it is not only to eat and drink. It is also a moment for sharing and to be together. Circle time, and time at the table, are times to share experiences, have special topic conversations, play games, listen to a story or sing songs together. Every child gets attention and does not have to wait too long until it is their turn to share. The children interact and are involved. We also ensure that Circle Time does not become too long as children often find it difficult to sit still for a long period of time and prefer to move and do things themselves. We are also very flexible in our expectations during Circle Time and carefully consider a child's individual needs.

Use of Multimedia

The iPad is also sometimes used, but only for educational purposes, for example to let children see a short film or listen to music which is part of a specific theme. Sometimes a short film is made which is then watched after the filmed activity is over.

Chapter 4 The Group

Aside from the professional guidance and the offered activities, the group itself is an important pedagogical component of the playgroup. Children are part of a group where they learn from and with each other. A group is highly valuable in the social development of a child. Children from a young age get to know each other and copy and follow each other's behavior when playing. They have the opportunity to practice sharing toys with others. This often first manifests itself in children as the gathering of as many toys as possible and as taking toys away from each other. Toddlers sometimes begin to play together. They can encourage each other during various play activities and have a longer attention span when playing. As they get older, children will begin to structure how they play together and define who does what. They are also able to learn, with good guidance, how to resolve conflicts.

Safety and Structure

A group is an enriching environment, provided it is safe and structured. Children must feel safe and secure, know what is expected of them and know what is going to happen. By using a daily rhythm of repeated activities guidance, children are able to experience the needed structure and safety. We clearly explain what is going to happen and what is expected of the children, giving them a feeling of emotional safety. This feeling of emotional safety is especially important for the children attending the International playgroup due to the diversity in nationalities present and the many children temporarily living in the Netherlands.

In addition to providing emotional safety, Bink also ensures that children feel physically safe. Pedagogical staff members teach children how to handle small risks based on close observation of what they need. We find it important that children are able to experience and experiment, gain knowledge and develop their self-esteem in a safe and secure environment. This is what we call experienced learning. Experienced learning happens with ups and downs. Bink is very much aware of this developmental need of children and will guide and support the process by teaching children how to handle taking the small risks needed for their development. We therefore ensure that safety and challenging opportunities are always held in balance.

The Safety Policy is a work in progress and is continuously reviewed and updated based on the feedback and experiences of the pedagogical staff members. The health and safety risk situations for the children on the location are periodically discussed and registered. A plan is then created based on the observations.

Every location has an evacuation plan which meets all of the fire safety regulations. A Fire Safety Officer is present at all locations during the entire day.

Rules and Boundaries

Limits provide children with an important feeling of safety. Children know how far they can go and when their actions are unacceptable. They are able to play freely and undisturbed within the well-defined boundaries. Too many boundaries are not good in that they limit children in their development. Too few limits allow a child to feel insecure and search for definitive boundaries. We strive to establish clear, well balanced boundaries.

We are clear in defining boundaries and explain why they are set. We also take a child's development level into consideration. Toddlers need clear boundaries and more explanation of why they are established. All of the pedagogical staff is trained to use the Gordon methodology of communication. Rules are introduced as positively as possible, emphasizing desired behaviour instead of forbidding or disapproving.

Some examples of rules that we enforce are:

- We share and clean up our toys together;
- We do not hurt each other (you can hug each other or say that you do not want to do something);
- We do not break toys (you can play with the cars);
- We do not do dangerous things (climbing on the window sill is dangerous, but you can climb on the cushions).
- If children do not respect established boundaries, we try to help them by offering them another activity, or by ignoring the undesired behaviour and reinforcing the positive behaviour. If a child goes too far in his negative behaviour and does not adjust his or her behaviour, we take him or her out of the situation that is creating the undesired behaviour. We briefly discuss what has happened and offer the child a new activity or toy to play with. By taking a child out of the situation that is creating undesired behaviour, the child is given the opportunity to redirect and correct his behaviour and to calm down.

Rituals and Celebrations

Rituals and celebrations are an important component of the group. Children enjoy routine and rituals such as singing a song or reading a story at the beginning of the day. They experience a feeling of safety in repeated activities. Daily activities such as eating, cleaning up and saying goodbye provide the perfect opportunities to establish a routine of rituals. Songs and gestures are often used. In addition, special rituals are developed for celebrations, birthdays and special



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occasions. A ritual must be flexible and not force participation. Not all children wish to wear a party hat or celebrate their birthday during Circle Time. This is why we carefully look at the individual needs and differences of every child. We also take special occasions celebrated in other cultures into consideration. Some of the special occasions we celebrate are: Sinterklaas, Christmas, Easter, Summer Festival, Birthdays and Goodbye Parties.

Chapter 5 Parents

Mentoring, Handover and Information

A good collaboration between parents and pedagogical staff is important in order to ensure as much continuity between home and the playgroup. Every child is therefore assigned its own mentor. Parents are informed of their child's mentoring either personally during their introductory meeting, or by e-mail. The mentor will monitor a child's individual development and continuously informs parents about observations that are made. The mentor follows the development of children that are assigned to him or her very closely.

This will give the child safety and structure and will give the parent the confidence that we take good care of their child.

During the handover time, a parent is informed about how their child's day has progressed. In return, we ask that parents inform us of any important aspects in their child's development and of any significant events which could influence a child's daily life, this in order to ensure that a child is well received, guided and cared for. The parents are informed of their child's assigned mentor during the introductory meeting.

We also ask parents to inform us if a child is being picked up by someone else than their parent(s).

Information from the head office is sent by mail. Information from the location is either sent through the parental portal (MijnBink) by mail. A Bink newsletter is sent three times a year, covering information about the playgroup location and Bink in general.

Observations

Toddlers are observed on a daily basis. The child's mentor will make a written report of the child's development on four occasions during a child's time in the playgroup: at 26, 32, 38 and 44 months. He/she knows the child well and can therefore determine if the observations made are a good reflection of the child's daily behaviour. Parents are informed of observations made after every written report.

The mentor uses the follow-the-child system of observation "doing, talking and moving". The complete follow-the-child system consists of three components:

1. This is what I do: for the social/emotional development
2. This is how I move: for motor skills
3. This is how I talk: for language/verbal development

Questions that are part of the observation check list measure concrete observable behaviour or competencies and therewith provide objective observations of a child's development.

Signals

A child's behaviour can sometimes be reason for concern. Children can display striking behaviour which is a call for extra attention and guidance. Parents can also be concerned about their child's development. It is important to first clearly pick up on signals and communicate the concerns to parents. The signals are further discussed during pedagogical staff meetings in order to establish a plan of action on how to proceed, sometimes also involving our pedagogue if needed. This is then followed by one or several meetings with the child's parents to discuss and evaluate the agreed upon approach. It is on occasion necessary to refer parents to special instances such as the Center for Youth and Family, a speech therapist, a remedial teacher, a child physiotherapist or a paediatrician from the Child Consultation Office (Consultatiebureau). The steps to follow are clearly described in the procedure manual for signaling.

Reporting Code Child Abuse and Domestic Violence

Bink uses the Reporting Code for Child Abuse and Domestic Violence upon suspicion or signs indicating abuse or neglect. The Reporting Code describes the steps to follow and the responsibilities of each person when facing signs of abuse, sexual abuse and domestic violence. During a meeting with parents, we discuss our suspicions and explain how the Reporting Code works. Our perspective is to share our concerns, without judgement, in order to improve the child's wellbeing.

Parent Committee

The International Playgroup does not have a Parent Committee. As there are fewer than 50 children attending, it is not required, provided parents are by other means informed of and involved in certain relevant topics. This is done by means of a newsletter. We continually address the need for a parent committee by distributing information through the newsletter and by approaching parents directly.

Four-Eye Principle: safety on location

Nothing is more important to us than the safety of children. This is why we leave nothing to chance. We have established many procedures to ensure that our playgroups are safe.

There must always be two adults present to listen and observe together. This is also referred to as the "Four-Eyes Principle". Our locations employ a steady team of pedagogical care givers and is as transparent as possible. Most of the changing rooms are located within the playgroup classroom. In this way, pedagogical staff members can always see each other when working. They often walk into each other's playgroup classrooms and work closely together during activities. In this way, they can keep an eye on each other and on the way they work. The Four-Eye Principle is described in further detail in the location's Health and Safety Policy.



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Grievance Procedure

We do our utmost to ensure that high quality childcare is given and make the necessary improvements where needed. Should a parent not be satisfied, we first arrange a meeting to discuss the issue at hand. If a solution cannot be reached, a Grievance Procedure can be used. More information about this procedure can be found on our website.

Dispute Committee

Should a parent be dissatisfied with how a complaint is being addressed and cannot resolve the issue with the company's Directors, they can submit their complaint to the "Klachtloket Kinderopvang" in The Hague, or register the grievance with the Grievances Committee. More information can be found on our website.

Chapter 6 Practical Issues

Opening Hours and Accessibility

The playgroup is open from 9:00 to 12:00. Specific information about each playgroup location can be found on our website.

Staff-Child Ratio/ Extra support for Pedagogical Staff

Every play group has two steady Pedagogical Care Givers (and sometimes three) and on occasion also an intern. There are therefore always two Pedagogical Care Givers assigned to each group with a maximum of 16 toddlers present.

Change of Address and Telephone Number

We ask that parents immediately inform the pedagogical staff member of any change in telephone numbers or other important changes, this to ensure that the designated contact person can be reached at all times when needed.

Main language spoken

This playgroup is focused on providing daycare for children of expat families, and for parents who wish to have their children learn English as preparation for an international primary school education and for a “global orientated life”. This is why English is spoken in this particular playgroup. We encourage children to develop their English language skills. For some children who attend the English playgroup, English is already their second or third language, whereas for others, it is their native language. The pedagogical program, the books, activities and developmental tools are customized for use in English. In all other aspects is this playgroup comparable to our other playgroups, without the obligation of having a ‘VVE’ -program.

Responsibility

Parents remain responsible for their child's clothes and belongings. Bink's Additional Terms and Conditions clearly states that Bink is in no way responsible for any damage or theft of a child or parent's personal property.

Backup

There are in principle at least two pedagogical staff members present at all times at the playgroup. If one pedagogical staff member is present, support by other adults (backup) is arranged. The (replacement) Location Manager is always reachable by telephone. A more detailed description of the Backup Policy is available in the location's Health and Safety Policy.

Illness and Accidents

In case of illness of a child, Bink follows the illness policy as defined by the GGD. An illness is when a child clearly shows that he/she is feeling ill. This does not mean that a child always has to have a fever, or that if a fever is not present, a child is not feeling ill. We therefore focus on how a child is feeling.

We assume that a child who is ill can best be at home. When a child becomes ill during his/her time at playgroup, we call the parent to inform them of the situation and establish a time that the child will be picked up. We ask that a parent picks up its child when they are unable to participate in planned activities, the care of the child is too demanding for the pedagogical staff member, or if the illness threatens the health of the other children in the group.

Child illnesses (such as Small Pox) are often contagious and children can pass it on to one another. This is in most cases unpreventable. The GGD therefore allows children to attend playgroup provided they are not feeling too ill to come. It is important to know which illness the child has. If a child, or someone near to them, has a contagious illness, we expect the parent to notify us. If a contagious illness is present at a playgroup, parents are informed by means of the information board by their child's playgroup. Vaccinations are not obligatory in the Netherlands. In other words, it is a parent's own risk that their child may be exposed to a contagious illness. The less a child is vaccinated, the higher the chance that they will contract a contagious illness. Should a parent choose not to vaccinate their child, the Location Manager will, in conjunction with the GGD doctor, determine if the unvaccinated child may attend playgroup.

In case of an accident, or if medical assistance is necessary, we immediately contact parents to discuss if they can bring their child to the doctor themselves, or if the pedagogical care giver should do so. In emergency situations, we call 112 and inform you as soon as possible. The care giver will always stay with the child until the parent has arrived.

Every location has a First Aid Kit. All of Bink's Pedagogical staff members are in possession of a valid First Aid diploma. Every location also has Company Assistants. These employees have been specially trained to coordinate an evacuation of a building in case of fire, what to do in case of fire and how to provide First Aid until emergency help has arrived. The First Aid training and the Company Assistant training is repeated as a refresher course every one and a half years.

We are also using the 'KIDDI' – app for childcare. Through this app we have access to the most recent information about infectious diseases and hygiene measures of the RIVM (Rijksinstituut Volksgezondheid & Milieu). Our illness policy is to be found on the website and on the parental portal (MyBink).

Medicine and Allergies

Children sometimes receive prescribed medications or other care preparations (for example self-care concoctions) which they are expected to take one or several times a day, including during their mornings spent at playgroup. Parents will ask their child's care giver to administer the medicine. In order to be able to do so, parents must submit a completed permission slip to administer medication to their child. By defining what medicine to give when, parents are able to clearly specify what they expect the Pedagogical care giver to do. If medication has to be administered for a longer period of time (for longer than 2 weeks), parents are regularly consulted (depending on the nature of the illness) about the illness and the administering of the medicine.

Fever-reducing medication is only administered on doctor's prescription and after written consent from the parents (see our policy on sick children).

If parents have given their child paracetamol before coming to playgroup, we ask that this is immediately communicated to the pedagogical staff upon arrival, as there are risks of a high fever once the effect of the paracetamol has worn off.

A child whose parents have indicated that, due to health issues, they are not allowed to consume certain food items will not be given the specified food item. Admission to a playgroup may be denied, or early termination imposed, if a child has a severe allergy that could bring him/her in a life threatening situation.

Closing Days

Bink has several closing days per year. These are set and communicated at the beginning of the year. Playgroups are closed during holidays. Playgroups also follows the holiday schedule and other closing days of the primary schools in Hilversum.

Extra Days

Children attending their playgroup come on set days. It is occasionally possible to exchange a partial day of attendance for another, if the amount of children attending on the requested day allows for an extra child, and in agreement with the pedagogical staff. There are no extra charges for exchanging days of attendance. A child may also on occasion be able to attend an extra day which must be requested and agreed upon with a pedagogical staff member and if the group allows for an extra child. The extra day is billed afterwards.

Privacy

Bink follows the privacy regulations. The goal of these regulations is to protect the personal life of parents and children using Bink's services. Parents are informed by means of our Privacy

Declaration. The handling of personal information and details conforms to the requirements as defined in the General Privacy Rules and Regulations (Algemene Verordening Gegevensbescherming AVG) and any other applicable rules and regulations. The Privacy Declaration on our website clearly explains how Bink handles the personal information of parents and children and how we process and store this personal information.

Pictures and Video Footage

Many pictures of children are taken on location. In this way, we allow parents to see which activities their children are participating in during playgroup. Parents must give consent for using pictures for any other purpose. On occasion, videos are also made. The video footage is used for training purposes of our pedagogical staff. Once the video footage has been used for training purposes, it is permanently erased. Parents may inform their pedagogical staff member that they do not want their child photographed or filmed.

Inspection

Inspections of all of Bink's locations are done by the GGD on a yearly basis, and focus on: parental involvement, human resources, health and safety, accommodation and interior design, size of the group, staff member-to-child ratio, complaints, pedagogical policy and day to day practice. The yearly GGD report is published on Bink's website, a copy is sent to the parent association and one is printed and available at the location.

Code of Conduct and Integrity

Bink has put together a Code of Conduct, defining its general principles when it comes to fairness in the work place and the International code of conduct abolishing any form of discrimination. It has done so to prevent parents and children from being discriminated and being exposed to racism and bigotry in any shape or form. In order to reach their highest potential, all children attending Bink must feel safe and secure.

All of Bink's staff members have signed the Code of Conduct and Integrity. This code defines how children that are brought into our care and their parents must be treated. It also defines how to behave towards colleagues and how to handle adversity. It clearly defines acceptable and unacceptable behaviour. Principles of Conduct for our pedagogical staff, and our Privacy Policy are also incorporated in our Code of Conduct. Integral behaviour and attitude are principal components of these components.

Presents

The code of conduct strictly implies that a pedagogical staff member is not to accept any presents. Working with toddlers is teamwork! In practice, however, parents do want to bring a present for their pedagogical staff member's birthday, or when their child is leaving the group in order to show gratitude and appreciation. We ask that parents do not give expensive presents and have therefore established an acceptable maximum amount. This maximum amount can be obtained from the Location Manager. As an alternative, parents are encouraged to purchase a present which can be used in the group, such as a board game or a toy to be used during outdoor activities. A present for the group is very much appreciated by children as well as the pedagogical staff members.