



Focus on
location
Wraparound
care



The focus on location - wraparound care

The focus on location narrates

- The story of our location
- The pedagogical process
- Pedagogical and practical information
- Pedagogical Scan (Appendix 1)
- Pedagogical Coaching (Appendix 2)

Our location

Each location has its own pedagogical story, a unique identity, own characteristics that foster pride and inspiration. The story of the location creates a pedagogical picture based on the children and adults who make the location what it is. What is it that touches us through our contribution to the children's development towards their future?

The story of our location

Describe below

- What characterises your location from the viewpoint of the pedagogy/pedagogical compass:
At our out-of-school care you can speak of a unique location. We have children at our location who come from the neighborhood, but also children who come especially to our location from all over Eindhoven, because there is an international school in the building. These children receive Dutch and English education. As a result, we also have many different cultures within our BSO. We offer the children the Dutch language as much as possible and support this with the English language if this is necessary for the well-being of the child.
We are a small-scale day care center so that children, parents and team members know each other well. This creates an atmosphere of security and trust. Our pm-ers are task adults, take responsibility and are really there for the children. This provides an excellent basis for propagating the pedagogical policy.
We see this reflected in actions and behavior. We guide the children, where we find it important that they learn to make their own choices, and we encourage them to think for themselves. We encourage independence and self-reliance because we find it important to tap into the children's talents. The children are allowed to fall and get up.
We also pay a lot of attention to values and norms and social skills.
- What you are all proud of
Our location is still quite new. We are therefore very proud of what we have already built up in a short time. We are constantly looking at what we can improve on. For example, we have made the spaces more attractive for children and we have taken many steps in the supply of toys, so that children can develop optimally. For this we have asked a lot of input from the children themselves, so that we can be proud of the child participation.
We are also proud of the contact with parents, the individuality of each child and how we deal with it. Without judgment, and always looking at how we can do it best for the child, by seeing what the child needs.
We are proud of the collaboration within our team and how we deal with diversity and inclusion. We realize that we matter and contribute to the opportunities that the child will have in his life.
- What you contribute to a child's development
Within our location, we are busy stimulating the Dutch language, we want to give the children self-confidence and we invest a lot of time in stimulating self-reliance.
We give children structure and trust and offer them a sense of security so that they can experiment, research and discover their own potential in a safe environment.
We are attentive to the level of well-being and involvement of the children because we know that when both are high, a child is developing optimally, so we observe the children for this. We adjust our activity and our actions when we see that a child is low involved or his well-being is not good.





Every child is welcome

At our location we work inclusive: All children are welcome, regardless of origin, socio-economic position, culture, gender and each child's own development. Inclusion is the inclusion in society of disadvantaged groups on the basis of equal rights and obligations. Inclusion is opposed to exclusion and discrimination. The concepts of inclusion and integration complement each other in contemporary society.

- How do you ensure that every child is included?

We are a multicultural daycare center. Our target group ranges from the low socio-economic class to the high socio-economic class. There is a great deal of diversity in the origins of our children.

We take this large degree of diversity into account in our offer. This means that we provide a lot of customization. An example of this is our communication to parents, which goes both via the parent portal and during the pick-up moments, or during (extra) parent conversations. Our pedagogical actions are tailor-made and tailored to the individual. We connect each child to the zone of closest development, so that they are challenged in a way that is appropriate for them to achieve further development. For children with a specific need, this means that we sometimes have to put in more effort. And we like to do that. This can be: making clear agreements, often together with the school. For others this means that they need more help with the Dutch language at a later age. There is therefore more intensive contact with parents and contact with internal and external partners. The employees who work at our location feel challenged and involved with our target group. They have the ability to deal with these children and their situation professionally and competently. Sometimes extra guidance is required, eg by LM, IBK, school and / or pedagogical coach.

When the well-being and commitment are high, we are satisfied, because we know that a child is then fully developing. When the well-being and involvement of children is disrupted by a child who needs one-on-one guidance, a child who disrupts the group process or otherwise disrupts the well-being and involvement of the other children, then that is the limit for inclusion for us.

- What do you do to show commitment to inclusion?

We work together with Wij Eindhoven, GGD zuidzorg and school in the area of care. We put families who can use parenting support in contact with the parenting supporter of Lumens in de buurt.

At our location, we are always looking at what we can still develop, for example how we can help children develop in the Dutch language. We also want to respond to the needs of children and parents by offering workshops after school.

- How do you include parents in thought processes and action related to inclusion?

Parents visiting our location see a rich melting pot of nationalities and social class. This is mentioned during a tour and intake. We take the time to answer questions during an intake and to discuss everything. We also let parents know that all children are welcome.

- How do you bring partners along in thought and action by inclusion?

We have a lot of consultation with the primary schools, whereby it is central that every child is welcome.

From the RISE primary school, they work with children from all over the world and provide bilingual education. And at primary school De Driesprong you also see a mix of cultures with small groups, so that there is a lot of attention for each child separately.





The pedagogical process

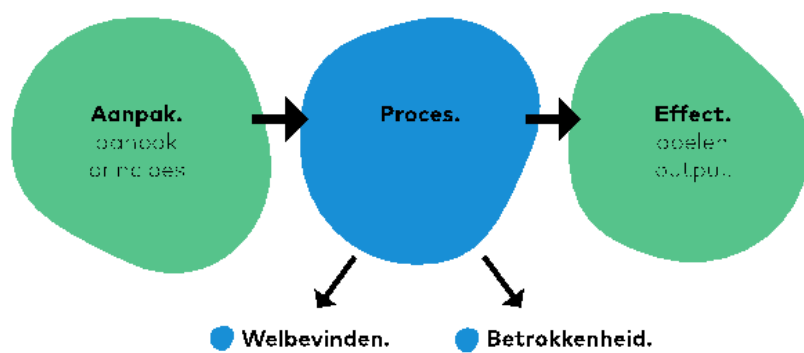
The pedagogical compass is the foundation of our pedagogical quality and is based on experience-driven work.

We review the children's wellbeing and engagement. Are they happy and confident, are they relaxed, and do they feel safe? If yes, their wellbeing will be high. For engagement, we look at the activities the children take part in. Are they pushing the boundaries of their abilities, are they experiencing new things, are they captivated and fascinated by the activity? If yes, they are highly engaged.

When observing the children, we realised that wellbeing and engagement are process variables that challenge us to continuously work on developing pedagogical quality. This ongoing development is evident mainly in the approach factors: is the environment sufficiently rich and challenging for the children? Is there sufficient space for the children's initiatives? Are we aware of our dialogues with the children and the impact of our pedagogical actions on the children.

Approach - process - effect diagram

Creates a picture of the main indicators for quality.



Pedagogical quality is monitored

- By scanning wellbeing and engagement (*see Appendix 1*)
- By making changes to the approach factors (the pillars) on the basis of the scans.
- Scanning and coaching create an overview of the effects of continuous pedagogical development
-

Responsibility and implementation of the pedagogical compass's pedagogical process are achieved through:

- The location manager and the pedagogical remit and the pedagogical policy
- Pedagogical coaching by the pedagogical coach
- The teaching staff, in their daily actions
- Staff education and training





The location manager and the pedagogical remit and the pedagogical policy

Both the location manager and the pedagogical coach - in active collaboration with the teaching staff - are jointly responsible for safeguarding and innovating the pedagogical climate within the location's groups.

The location manager safeguards the pedagogical quality and contributes to **inspiration, pedagogical conceptualisation and pedagogical awareness** with a focus on the organisation's ambition: guiding and supporting children on their journey into the future.

The location manager's role includes safeguarding the quality of the pedagogical climate.

The location manager is responsible for:

- Implementation of the pedagogical policy at their location(s) by way of: Add an explanation about the way you ensure implementation here
 - Input from all team members. I challenge them to think along. The input we received from PM staff during a major work meeting, we have included in this work plan.
 - Input parent committee: The parent committee will be started as soon as possible, after which the pedagogical work plan will be discussed with them.
 - Safeguarding KIJK! by putting the work meeting on the agenda. And create space for keeping records (e.g. task hours)
 - Implementation of new laws and regulations
 - Testing practice against theory by asking questions about choices that are made every day.
 - Testing achievement of pedagogical goals in work meetings.
 - Collaboration on a continuous line between the groups at their own location, in collaboration with the education partner and other partners.
 - Contributing positively and actively to inclusive work, being involved in the various cases and creating preconditions.





The pedagogical coach

Together with staff and the location manager, the pedagogical coach is jointly responsible for the implementation and ongoing development of the pedagogical compass. The pedagogical coach reviews wellbeing and engagement among the children, in cooperation with staff members. The pedagogical coach discusses the pedagogical quality within the group with staff, using an experience-driven approach. In this, the approach factors (rich, challenging environment, room for initiatives, and ever-present dialogue) are starting points for ongoing development. The use of pedagogical experiments supports the experience-driven focus in the development of both children and staff.

What is the impact on the development of children if we are able and brave enough to change certain aspects of our approach?

The pedagogical coach is responsible for:

- On-the-job coaching of staff and teams to assist in their pedagogical development
- Mapping the pedagogical climate through the pedagogical scan of wellbeing and engagement (see Appendix 2)
- Offering guidance and proactively participating in work-related discussions with staff as well as team meetings using the Ik ben in beeld matrix, ongoing development of the pedagogical compass and continuous translation of the approach factors (style of guidance and support, rich and challenging environment, room for initiative, raising children is a team effort) into practical actions
- Safeguards the quality of the pedagogical climate, together with the location manager and the teaching staff, and discusses this matter with the location manager
- Active contribution to pedagogical change processes
- Awareness in order to make positive and active contributions to inclusive working

The manager has been allocated 50 hours per location per year for the tasks listed above.

The pedagogical coach has been allocated 12-15 hours per fte per year for the tasks listed above.

The central pedagogical advisor (pedagogical policy officer) ensures (among others):

- The development of the pedagogical policy
- Signalling of developments, trends and scientific insights
- Database of knowledge and inspiration
- Education, information and advice; both internally and externally
- Compliance with legislation and regulations, and if required, implementation in policy and protocols
- Creating self-evaluation tools that contribute to the systematic cycle
- Supporting the locations in carrying out their activities
- Ongoing development of pedagogical expertise
- Point of contact for pedagogical issues



Training and development

Staff education and training contributes to the process of ongoing development and the safeguarding of pedagogical quality. The diagram below shows an overview of the training and development within our location. In view of GDPR, the names of staff are available from the location manager.

Which further development do you intend to generate at your location?
 Dealing with deviant behavior
 Include new employees in the pedagogical compass
 Further deepening pedagogical compass for all employees
 Internationalization / collaboration with RISE regarding brainport school

Name of course/training/ educational programme	Course provider	Objective/gain	Number of teaching staff members	Schedule
BHV + child first aid repetition	KLS van den Berg	Respond adequately in the event of incidents, ensure the safety of children	4	Spread over the year
Pedagogical choices and dilemmas at out-of-school care	Edux	Knowledge of the development lines in the age category 8 -13 years. How can you translate the behavior of children, so see what children need and how you can support them in their development. Media literacy.	2	Mid-2021
Pedagogical compass for new employees	Pedagogical coach	Including new employees in Korein's vision.	1	Early 2021
Training reporting code child abuse	Edux	Make employees aware of the signals so that you can act quickly when children are victims of child abuse	4	End of 2021
English lesson B2	STE	Certified English with regard to offering BSO and parent conversations	4	Mid-2021
Pedagogical compass	Edux	Policy translated into practice	4	continuously





Pedagogical and practical information

Group name	Age	Maximum number of children
RISE	4-12	22

Group 1: RISE

	Staff/child ratio deviation - morning.	Staff/child ratio deviation - lunchtime.	Child/staff ratio evening.
Monday	n.a.	n.a.	From 18.00 to 18.30
Tuesday	n.a.	n.a.	From 18.00 to 18.30
Wednesday	n.a.	n.a.	From 18.00 to 18.30
Thursday	n.a.	n.a.	From 18.00 to 18.30
Friday	n.a.	n.a.	From 18.00 to 18.30

Group 2: RISE during holidays

	Staff/child ratio deviation - morning.	Staff/child ratio deviation - lunchtime.	Child/s staff ratio evening.
Monday	From 07.30 to 08.30	From 13.00 to 14.30	From 17.30 to 18.15
Tuesday	From 07.30 to 08.30	From 13.00 to 14.30	From 17.30 to 18.15
Wednesday	From 07.30 to 08.30	From 13.00 to 14.30	From 17.30 to 18.15
Thursday	From 07.30 to 08.30	From 13.00 to 14.30	From 17.30 to 18.15
Friday	From 07.30 to 08.30	From 13.00 to 14.30	From 17.30 to 18.15





The child/staff ratio may deviate during holiday periods.

For holiday periods, the child/staff ration is stipulated as follows:

See the diagram above.

During each holiday we communicate in this via the parent portal and via personal transfer.

Wraparound care (out-of-school care) is clustered during holiday periods. (Clustering means that more than 1 location is used during school holidays, whereby several groups from several locations are merged) This means our location provides the following:

At the moment this is not applicable.

The supervisor at our location is Miranda Smeets

The pedagogical coach at our locations is Elke Abbink





Internship

The internship policy is defined in the WijZijnJONG internship policy.

We have 2 interns working at our location.

The interns are studying:

- Gespecialiseerd Pedagogisch Medewerker Kinderopvang, niveau 4
- SPW, niveau 3

Staff/child ratio

The hours we can guarantee compliance with the staff/child ratio are:
 From 08.30 until 13.00 in the mornings and
 from 14.30 until 17.30 in the afternoons.

Any changes to the standard schedule will be announced via:

- Parent portal
- Oral transmission to parents

Our location structurally merges groups on the basis of:
 -

We do split our group structurally on Monday, Tuesday, Thursday and Friday between 2:30 pm and 5:30 pm. The oldest children are then taken to another out-of-school care room, where there is offer for this age. The parents of the children concerned are aware of this and there is a list on the group of which children this concerns.

Our location has an open-door policy: no

Children leave their core group for the following (play) activities and/or during the following periods:
 The children leave the group during activities that take place outside the tribe group. This can take place in the gym, hall, kitchen or outside.
 During the holiday period, the children also go on excursions more often, so that they leave the basic group.
 At our location we offer (almost) every period a workshop of the "discover more" offer. When children register for this, the children also leave the tribe group.

A child leaving their core group does so in line with the following arrangements:
 The pedagogical staff always know where the children are. We also look at the age of the children in activities and whether the child-leader ratio is correct.
 There is always a pedagogical employee present with the children, unless parents have signed that children are only allowed to play in the schoolyard. In this case there is a view of the children from the base group.

If a single member of staff is available, backup is arranged as follows:
 There is always a second person in the building. These can be the teachers of both the Driepspong primary school and the RISE primary school. Cleaning is present after they leave the school. They will stay in the building until we are finished.
 During the holidays, we ensure that 2 pedagogical employees are present, or that the location manager works at the office.





We offer flexible wraparound care at our location: no

At our location, we value the children's input.

We implement the child participation in the following way:

During free play, children choose what they want to play with. They are given the opportunity to try things out for themselves and learn from their experience. We show the children that we have confidence in their own abilities. We encourage the children to stand up for themselves and listen to each other's opinions.

The children influence what happens at our location. They have a say in the activities we do and the materials we use. At the out-of-school care we discuss what materials / toys they would like and the pedagogical staff will then see what we can purchase from them.

We try to cover all themes from the activity structure: Meet, Move, Experience, Click, Create, Experiment. The children are not required to participate in the activities, but we do encourage them.

The children also think along about the rules that we apply in the group. And new children are shown the way by children who have been coming to the after-school care at our location for some time.

At our location, we value exploration of the world around us. Within this context, we undertake trips and outings.

Outings are arranged as follows:

Parents are notified when the children go on an outing. We give them our mobile phone number again so that they can reach us. During these outings we use the Korein vests for children, so that we are easy to recognize. Especially when we take a walk in the neighbourhood, go to the playground or forest.

During the holidays, the trips are often a little further away. Then we use a taxi that takes the children and pedagogical staff to the right destination.

Settling in and moving to a different group

The teaching staff support children settling in and moving to a different group by:

During the intake the mentor (usually) conducts the interview. All the details of the child are entered, the declarations of approval are signed and the parents and child receive all kinds of information about the after-school care. We show them the building and they can ask questions. During the intake, it is checked whether a time to get used is needed.

When children transfer to the next group within the BSO, we often allow children to participate in the new group for a shorter period before then to see if the child is ready for the next group.

We make the following agreements with parents about getting used to / transferring to another group:

During an intake interview, it is examined whether a moment to get used is necessary.

During the initial period at the out-of-school care, a good handover is made to parents every day.

Parents can always contact us with questions or for a conversation.

After 3 months, an evaluation meeting is offered to discuss the first period with the parents.

In 2021, deviations from the arrangements listed above are permitted, depending on the RIVM guidelines on COVID-19.



Child monitoring system

We monitor the development of children at our location with the use of the following child monitoring system: KIJK!



APPENDIX 1 PEDAGOGICAL SCAN

Name of
observer:

Location name:

Name of observed group:

- 0 – 2 years 2- 4 years 0- 4 years 3+ years

Age range in group:

- 4-12 years 4-8 years 8-12 years TeenZ
 Other

Educational Early Learning programme/concept: No
(which?_)

Yes

Total number of teaching staff: _

(note down the total number of teaching staff working with the group during the observation).

Total number of external adults: _

(note down the total number of interns that were present for more than 30 minutes during the observation).

Total number of children present: _

(note down the maximum number of children present during the half-day of observation).

Date of observation: _

- Morning (9.00 am - 12.00 noon)
 Afternoon (2.00 pm - 5.00 pm)





CHILD (description of characteristics such as clothing, hair and such)	SCANNING SESSION 1. Start time: _ <input type="checkbox"/> Indoor <input type="checkbox"/> Outdoor		SCANNING SESSION 2. Start time: _ <input type="checkbox"/> Indoor <input type="checkbox"/> Outdoor		
1.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT
2.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT
3.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT
4.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT
5.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	<input type="checkbox"/> <input type="checkbox"/> WB BT



CHILD (description of characteristics such as clothing, hair and such)	SCANNING SESSION 1. Start time: _ <input type="checkbox"/> Indoor <input type="checkbox"/> Outdoor		SCANNING SESSION 2. Start time: _ <input type="checkbox"/> Indoor <input type="checkbox"/> Outdoor		
1.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT
2.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT
3.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT
4.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT
5.	<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT		<input type="checkbox"/> free play <input type="checkbox"/> adult-led <input type="checkbox"/> food <input type="checkbox"/> groups <input type="checkbox"/> individual	WB BT



FORM
APPROACH FACTORS -
BALANCE

ADD AFTER EACH SCANNING SESSION

Analyse the approach: What strengths have been determined for each approach factor? Are there any recommendations? Add information after each scanning session

RICH and CHALLENGING ENVIRONMENT.	Strengths	Suggestions and recommendations
<p><i>RICH and CHALLENGING ENVIRONMENT</i></p> <p><i>(infrastructure, play resources and equipment, activities, etc.)</i></p>		
<p>Explanation:</p>		
CONTINUOUS DIALOGUE.	Strengths	Suggestions and recommendations
<p><i>CONTINUOUS DIALOGUE</i></p> <p>Atmosphere and relationships <i>(positive interactions between children, between staff and between children and staff, togetherness, etc)</i></p>		
<p>Explanation:</p>		





CONTINUOUS DIALOGUE.	Strengths	Suggestions and recommendations
<p>Style of guidance and support (<i>an empathic and understanding, stimulating, space for taking initiative, etc.</i>)</p>		
<p>Explanation:</p>		
<p>SENSITIVITY.</p>		
<p>Explanation:</p>		
<p>ENABLING AUTONOMY.</p>		
<p>Explanation:</p>		





SPACE FOR INITIATIVE.	Strengths	Suggestions and recommendations
<p><i>SPACE FOR INITIATIVE</i></p> <p>Freedom of choice <i>(children are frequently able to choose free activities, are being involved in practical matters, etc.)</i></p>		

Explanation:

SPACE FOR INITIATIVE.	Strengths	Suggestions and recommendations
<p><i>SPACE FOR INITIATIVE</i></p> <p>Structure <i>(clear and child-friendly daily routine, little downtime, optimal deployment of pedagogical staff, etc.)</i></p>		

Explanation:





APPENDIX 2 PEDAGOGICAL COACHING

Location name:

Group	Date	Focus area	Impact





APPENDIX 2 PEDAGOGICAL COACHING

Location name:

Group	Date	Focus area	Impact





Local Parents' Committee.

..... (Location manager) from location hereby presents the Pedagogical Policy for 2021 to the Local Parents' Committee.

We request that you submit your advice no later than 2020 (date) using the form below.

Sent to the Local Parents' Committee on (date):

Name of location manager:

Signature:
.....

Document name: Pedagogical policy

Regarding: Request for advice

Parents' Committee issues positive advice: (supports the pedagogical policy)

Date:

Name:

Signature:
.....

The Local Parents' Committee would like to see further information on the following points:

