

A young child with curly hair is playing with wooden blocks in a playroom. The child is wearing a light blue dress and a dark blue cardigan. The child is holding a wooden block and is about to place it on a stack of other blocks. The playroom has a wooden floor and a red chair in the background. There are various colorful blocks scattered on the floor.

**Part 3:  
Educational  
and practical  
agreements of  
our branch**



## Part 3: Educational and practical agreements of our branch

### Educational and practical agreements

Branch name: Kiplinglaan

Branch address: Kiplinglaan 1 5629 MK Eindhoven

Group name	Age	Maximum number of children
Goofy junior	2,3 -4 years	16
Pluto junior	2,3 -4 years	16

#### Group 1: Goofy junior

	Deviations PCR in the morning	Deviations PCR during lunchtime	Deviate PCR in the evening
Monday	Not applicable		
Tuesday			
Wednesday			
Thursday			
Friday			

#### Group 2: Pluto junior

	Deviations PCR in the morning	Deviations PCR during lunchtime	Deviate PCR in the evening
Monday	Not applicable		
Tuesday			
Wednesday			
Thursday			
Friday			

**During the holiday periods, the Professional to Child Ratio (PCR) may deviate.**

The PCR for our branch during the holiday periods is as follows:  
Not applicable as the pre school is closed during school holidays





**Our branch manager is** Diana de Vries  
**She is assisted by** Sefika Koca

**The times at which we are guaranteed to comply with the professional to child ratio (PCR) are:**

From 8.30 in the morning until 12.30 in the afternoon.

**Changes to the basic rota are announced via:**

Digital newsletter in the parent portal

**At our branch, we structurally combine groups on:**

Not applicable

**At our branch, we offer flexible childcare: no**

In principle we don't offer flexible care but we are trying to be flexible towards parents who want to change days or want to take an extra day. If there is availability the request is approved. If there is no availability in the core group the child can be placed incidental in another group. The parent will have to sign a consent form for care in two groups

**At our branch, we apply an open-door policy: no**

**During the following (play) activities, the children leave the core group:**

- During a sport activity
- In case there are less children and the Child Ratio is accepted the two groups can be combined
- Playing in the hall
- Playing outdoor
- During an excursion
- During settling in at school

**When the children do leave the core group, it is arranged as follows:**

If the children leave the core group they will be guided by their own staff member. In case the child leaves the core group without his own staffmember all details about the child will be given towards the staff member who is responsible.





During activities we won't always apply by the Child Ratio, 1 staffmember guides a small group of children and the other staffmember will stay behind with a larger group of children. The emotional safety of the children is guaranteed because the children stay with their own staffmember. In this case we always will make a responsible choice.

With other activities we will follow the guidelines of the Child Ratio.

**If only one professional is present, standby duty is arranged as follows:**

There is always a second staffmember in the building.

### **Settling in and moving to a different group**

#### Introduction:

- When the parents and the child(ren) are new they will get a tour around the building by the teamleader or a staffmember. The parents get general information and the child can take a look in the group while the parents are around.
- The parents get an invitation for an intake. The staffmember will talk about the daily routines from the group and will be asked about the habits and other details from their son / daughter. The parents will sign needed consent forms. The parents get a rucksack for their child which contains information about Startblokken and a book about our location.
- Following the intake there will be made appointments for 2 settling-in moments to make the entrance to the daycare a bit smoothly.

#### Mentorship:

- Depending on the days the child will attend the group a mentor is linked with the child. This staffmember will see the child most days and will hold the yearly parent talks.

#### Agreements for settling -in:

- In principle the child will have 2 settling-in moments before the actual date he/ she will start. These moments, usually a half day will be agreed with the parents.
- In case there it is important to deviate from this rule there can be made other agreements with the parents.

#### What do staffmembers do to get the child settled in:

- The staffmember offers the child a safe and calm environment to get to know the new situation. The staffmember will give extra attention to the child and will monitor the wellbeing of the child closely.

#### Settling in and moving to the BSO and school:





- The staffmembers of the preschool will fill in a transferform and hand this over to the staffmember from the BSO. Details will be given some time ahead. The staffmembers will, in consultation with the parents, make appointments for 1 or 2 settling moments. We prefer it to be combined with settling in at school.
- The staffmembers from daycare will fill in a transferform and also have 3 times a year a meeting with the IB from school. During this meeting all children will be discussed and any details will be written down.
- The parent, mentor and teacher will have a three-way meeting to discuss all important information about the child





## The focus for 2020

The "I am in the picture" matrix shows plenty of arrangements. In order to be able to focus, the focus for 2020 will be on:

1. "Rich and challenging environment": in which children can explore and move freely in the room and can be challenged to use their whole body with safe and solid material
2. "Give full play for initiative": there is on going attention for **Wellbeing and Involvement** of all children, initiatives are seen and followed.
3. "Attention to the physical world of the child"; a lot of attention for nature and the world around, in this way the child has the opportunity to explore materials and nature in his/ her environment
4. "Raising together ": stimulate parent involvement by connect with parents as raising partners.





## PE Plan 2020

### PE method for the toddler group

Please indicate which PE method you use at the branch. Describe the following in specifically measurable terms:

- a. *The characteristic vision of preschool education (PE) and the way in which this can be recognised in the range of activities offered.*

Preschool education serves to prevent educational disadvantages among young children and to effectively combat this, when necessary. Together with our partners and the local authorities, we achieve this by working on the well-being and involvement of our children. We use a PE programme for this. The activities are based on child and group observations and are adjusted in accordance with the Plan-Do-Check-Act cycle.

**PE programme**  
Startblokken

- b. *The way in which development is encouraged; especially in terms of language, arithmetic and social-emotional development.*

We make sure children are exposed to the objectives of the Netherlands Institute for Curriculum Development [Stichting Leerplanontwikkeling (SLO)]. The above PE programme is in line with the children's development, paying particular attention to language, arithmetic and social-emotional development.

- c. *The way in which the development is followed and the way in which the range of activities is geared to that.*  
At this branch, we follow the children's development on the basis of the children's progress system:

#### **Children's progress system**

We use the Child Monitoring System KIJK. The development information of the child is processed digitally in the KIJK monitoring system. The SPIL partner the Boschuil also uses this KIJK monitoring system for the age 0-7 years .

- d. *The way in which the parents are involved in encouraging the children's development.*

We involve parents in encouraging their children's development by talking to them once every .... (fill in how often you talk with the parents). During these meetings, the mentor and the parent discuss the state of affairs, they evaluate measures taken at the branch and at home and they make new agreements for the next period. These agreements are documented in the child's file.

We show parents the themes we use. We give them tips about how they can do things at home, for instance, which books they could read or which songs they could sing.

Parents can join in the group in order to experience how to encourage the children's development.

- e. *Setting up a suitable room where preschool education is given and making suitable material available.*

Every classroom has designated reading, building or home areas. By assessing well-being and involvement, we gain an insight into the children's development, we assess if the environment is rich and challenging enough and we make adjustments, if needed.

- f. *The way in which the substantive link from PE to the ensuing careful transition is structured.*





***Continuing development line***

Every year, we coordinate our themes with the Boschuil primary school.

We use a transfer form in order to implement the continuing line between preschool childcare and primary education.

If so desired or when necessary, we make sure to schedule in a transfer that involves the mentor, the teacher and the parent.

See SPIL calender and VVE Yearplan.







## Training Plan 2020

Ensuing from the 2020 annual plan, the evaluation of PE products, the implementation of the Childcare (Innovation and Quality) Act [Wet innovatie en kwaliteit kinderopvang], the quality boost for baby care, the 3F language requirement and the recurring annual training and refresher courses such as CER, *Techniek en Ik* and meetings regarding health & safety and education studies, the following training plan can be drawn up for the branch:

Korein

Kiplinglaan
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Together with the educational policy, this training plan forms a part of the 2020 objectives.

The total has to meet the basic principles and conditions:

1. Assessment and training language level 3F
2. Guaranteed use of the PE method Startblokken
3. *Uk en Puck* refresher course
4. "*Actief Betrokken*" PE basic training
5. PE and VIA
6. Baby training and education
7. CER in combination with first aid for children
8. *Techniek en Ik*
9. Health, Safety and Education Studies meetings
10. Child Abuse reporting code training
11. On-site educational coaching
12. Educational compass training





#### **Substantive evaluation of PE and progress in 2020:**

In 2019, we focused on improving the quality of the toddler groups and the continuing line with lower school. The daycare group and the toddler working group focused on the basics of the PE method – ( Startblokken ) the implementation and safeguarding of Startblokken. We also worked on the implementation of the progress system KIJK and of play availability and involvement (reasoned range of products).The new staffmembers will be trained in 2020

We want to link our findings of the Curriculum Development (SLO goals) and the matrix to the pillars of the educational compass.We want to broaden and expand our pedagogical climate and contribute to the development of the children. In every small team of the toddler (working) group, we evaluate the method and we discuss what's going well and any bottlenecks.

In 2020, we want to focus more on the way in which we can involve parents more and in what way educational members of staff can make better use of the evaluation of a previous theme in order to set new goals for the next theme (both for individual children and for the group). This way, we encourage the young child's development in areas such as language, motor skills, arithmetic and social-emotional development.

Starting this academic year,2019-2020 (the teacher) and staffmember (your child's mentor or team leader) hold consultations in order to improve the continuous line. The agenda contains group activities for toddlers and pre-schoolers, the transfer from toddler to pre-schooler. At preschool Kiplinglaan we have started transfer by means of a three-way meeting (parent, teacher and educational member of staff) .In the beginning of 2020 we will evaluate this warm transfer and possibly start this transfer as well at daycare Ouverture We are currently happy with a warm transfer between staffmember and teacher with given permission from the parents.

In addition, we work closely with the school's activities committee, which results in joint festivities on public holidays and we are setting up one pedagogical vision for the coming year 2020.

It is important to involve parents in the development of their child, which is why they receive a theme-related letter before the start of every theme. The letter explains which books we read, which songs we sing and what kind of activities we undertake. During every theme, we want to invite parents to join in an activity.





#### Substantive motivation training material 2020

Following the above evaluation and the evaluation from the *Ik ben in beeld Peuters* matrix, we want to further develop the continuing line and the expansion and broadening of our knowledge and quality. We have set ourselves a number of targets which are translated into this training plan.

##### Targets:

- Increasing parent involvement.
- Offering a richer play/learning environment, indoors and outdoors, where children can have experiences and make discoveries.
- Improving the plan-do-check-act → use evaluation to set new targets in order to help children develop further.
- Improving the collaboration with teachers in order to improve the continuing line (a group activity for every theme and a warm transfer from toddler to pre-schooler)

The targets are evaluated and monitored by the branch manager, in consultation with the educational coach.

The desired output is a better connection with the children's needs, to encourage the development of the young child in the various areas, to closely follow the child's development in terms of self-experience and self-discovery, continuous parental involvement and a pleasant and smooth transition from pre-school to school





## Training material 2020

Name of the course/training	Name of the organisation that arranges this	Objective/yield (related to inspection framework)	Name of the educational members of staff	Planning
<i>Wij Zijn JONG</i> Conference 2020	<i>Wij zijn JONG</i>	Broadening, expanding knowledge and inspiration for the daily interaction and working with children	Can be consulted at the branch	2020
3F language test		Passing the 3F language test  The correct words and correct use of the Dutch language to the toddlers to encourage the young child's language development		
PE evaluation		Increasing parental involvement  Evaluating, setting targets and undertaking development-oriented activities, increasingly focusing the young child's development in the fields of language, arithmetic, motor skills and social development	Susette – Nanne- Malika-Kitty	
PE basic training and berekeneerd aanbod	RIJKT		Malika- Nanne	2020-2021
PE and VIA	EduX		Malika en Nanne	2020
CER and first aid for children	KLS vd Berg	Meet the IKK requirement  The child's safety, not hesitating in taking correct event of an incident	Every one	2020
Child abuse reporting code training			Can be consulted at the branch	2020
Educational Compass	<i>Wij Zijn JONG</i>	Educational compass training consists of the following elements: Inspiring session Quality scan Meeting regarding well-being and involvement Group scan by PM and coaching	Susette- Nanne- Malika-Kitty en Eldaa	2020





		<p>Meeting regarding the educational climate approach Coaching Meeting regarding educational experiment Coaching Meeting regarding presentation and conclusion</p> <p>Particular attention is paid to the child's well-being and involvement</p> <p>Increasing knowledge and quality, being able to offer a rich learning environment, following the child and offer options that enable the child to experience and discover things by itself</p>		
Educational coaching	Korein	<p>1 January - 1 July 2020 four hours of coaching per member of staff on the basis of the Educational Compass project Experience-oriented on-the-job coaching</p>	Susette- Nanne- Malika- Kitty en Eldaa	2020
Meetings regarding Health, Safety and Education Studies	<i>Wij zijn Jong</i>	Keeping quality processes at Korein Kinderplein on track	Susette- Nanne- Malika- Kitty en Eldaa	2020





## Internship policy

We also train new professionals at our branch.

Surplus numbers of pre-vocational learning pathway (“BOL”) interns are placed for the compulsory workplace training hours set by their school. Interns work under the responsibility of qualified professionals. Surplus placement is subject to a number of exceptions (under the Childcare collective agreement). During progress meetings, parent consultations or meetings, interns can work briefly alongside a professional (in the same room). During breaks, interns can work under the supervision of and alongside a professional. The basic rule is that an intern must be able to rely on a professional at all times. An intern never bears ultimate responsibility.

After a six-week introduction phase, interns proceed to the training phase on the basis of their vocational training. During that phase, the intern, through planned training and coaching activities, will be working towards full independence to undertake the activities on the agreed annual training level. The ultimate goal of practical coaching during the study programme is a fully trained educational member of staff with initial teaching competence, ready to assume the responsibilities of a professional and to continue to grow. The road to initial teaching competence is determined by the structure of the study programme and is supplemented with specific educational visions, protocols, working methods and *Wij zijn JONG* systems. The degree of coaching (instructions, distance and monitoring) is geared to the student’s (learning) phase. They are offered a rich, challenging environment during every phase, with room for initiative and always in dialogue. For interns too, well-being and involvement are two important pillars when it comes to coaching.

The schedule below is a guideline for the content of the internship, phasing, coaching and assessment.

**Important note:** as a work supervisor, always assess the student you will be coaching beforehand, assess his or her level and find out which phase of the study programme/academic year he or she is in. Example: a third-year level-4 student should be able to learn independently, so there is no need to start off with accompanied learning. So, make sure you coordinate your coaching as a work supervisor to this.

	Assistance Care and Well-Being Level 2	Educational Professional, Level 3	Educational Professional, Level 4
Characteristics	Assisting and supporting	Supervising	Supervising and coordinating
Duties	Domestic and care duties	Educational processes	Educational processes and coordination of policy-based duties
Content	Domestic duties such as: <ul style="list-style-type: none"> <li>- Laundry</li> <li>- Cleaning</li> <li>- Preparing food and drinks</li> </ul> Care duties such as: <ul style="list-style-type: none"> <li>- Changing nappies/helping children who need the toilet</li> <li>- Washing hands</li> <li>- Putting on/taking off coats</li> </ul>	Educational duties such as: <ul style="list-style-type: none"> <li>- Supervising activities</li> <li>- Communication with parents, children and colleagues</li> <li>- Reporting and documenting</li> <li>- Working as a team</li> </ul>	Educational duties (see level 3)  Coordinating and policy-based duties such as: <ul style="list-style-type: none"> <li>- Preparing the planning</li> <li>- Contributing to vision development</li> <li>- Preparing supervision plan for the child</li> </ul>
Focus on supervision	Predominantly accompanied learning (see schedule below)	Supervised and independent learning (see schedule below)	Predominantly independent learning (see schedule below)





Focus on assessment	Is the student able to carry out his/her duties to your full satisfaction?	Is the student able to independently manage a group (together with a colleague)?	Apart from independently managing a group, is the student able to independently coordinate and complete policy-based duties?
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### Different learning phases

The intern's learning process is divided into three phases.

**Phase 1: accompanied learning**

**Phase 2: supervised learning**

**Phase 3: independent learning**

At the start of the internship, work supervisors fulfil a managing role. Job competence increases with every phase and the intern's professional attitude improves. As job competence and professional attitude develop, the allocation of roles between the work supervisor and the intern also changes. During the final phase of the learning process, the work supervisor assumes a coaching role.

Interns are coached by all permanent members of staff and by the work supervisor in particular.

The three phases of the intern's learning process gradually merge. The transition from one phase to another affects the degree of supervision by the work supervisor. The schedule below shows the role of the intern and that of the work supervisor during the various phases of the learning process. As a work supervisor, you adjust your supervising style to the intern's learning phase.

	Step 1	Step 2	Step 3
Phase 1: Accompanied learning	<p>The intern focuses on the assignment:</p> <ul style="list-style-type: none"> <li>- waits</li> <li>- receives information from you about associated tasks and duties</li> </ul> <p>The work supervisor:</p> <ul style="list-style-type: none"> <li>- prepares the execution of duties</li> <li>- gives meaning to tasks and duties</li> <li>- explains tasks and duties</li> <li>- encourages the intern</li> </ul>	<p>The intern carries out the assignment:</p> <ul style="list-style-type: none"> <li>- completes the agreed duties with you</li> <li>- receives feedback about the fulfilment of duties</li> </ul> <p>The work supervisor:</p> <ul style="list-style-type: none"> <li>- demonstrates</li> <li>- encourages the intern to think</li> <li>- monitors the fulfilment of the duties</li> <li>- makes corrections when necessary</li> <li>- provides feedback</li> </ul>	<p>The intern reviews assignments:</p> <ul style="list-style-type: none"> <li>- has his/her assignment assessed</li> <li>- is given points for improvement for next time</li> </ul> <p>The work supervisor:</p> <ul style="list-style-type: none"> <li>- assesses the intern's duties</li> <li>- formulates points for improvement for next time</li> </ul>
Phase 2: Supervised learning	<p>The intern focuses on the assignment:</p> <ul style="list-style-type: none"> <li>- prepares a plan for learning tasks and duties on the basis of your instructions</li> <li>- finds information independently to the greatest possible extent</li> <li>- presents his/her plan</li> <li>- adjusts his/her plan, if necessary</li> </ul>	<p>The intern carries out the assignment:</p> <ul style="list-style-type: none"> <li>- fulfils the duties according to plan</li> <li>- asks for feedback if he/she needs it</li> </ul>	<p>The intern reviews assignments:</p> <ul style="list-style-type: none"> <li>- reviews the implementation of his/her plan</li> <li>- formulates his/her own points for improvement</li> <li>- presents his/her points for improvement for assessment purposes</li> </ul>





	<p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- provides information if the intern asks for it</li> <li>- discusses the plan with the intern</li> <li>- provides additional information for the plan, if necessary</li> <li>- creates conditions for the implementation of the plan</li> </ul>	<p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- provides feedback if the intern asks for it</li> <li>- encourages the intern</li> </ul>	<p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- holds a reflection interview with the intern about his/her learning progress</li> <li>- offers points of reference, enabling the intern to formulate his/her own learning points</li> </ul>
<p><b>Phase 3: Independent learning.</b></p>	<p><b>The intern focuses on the assignment:</b></p> <ul style="list-style-type: none"> <li>- draws up his/her own learning plan</li> <li>- assesses his/her own plan</li> <li>- determines if he/she needs your help</li> <li>- indicates what he/she needs in order to implement his/her plan</li> </ul> <p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- checks if the conditions for realising the plan are in place</li> </ul>	<p><b>The intern carries out the assignment:</b></p> <ul style="list-style-type: none"> <li>- implements his/her plan</li> <li>- monitors the progress of his/her plan</li> <li>- reflects on his/her actions</li> <li>- motivates himself/herself</li> </ul> <p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- provides feedback about the intern's own checks and reflection</li> </ul>	<p><b>The intern reviews assignments:</b></p> <ul style="list-style-type: none"> <li>- assesses his/her plan for results</li> <li>- reflects on his/her learning process</li> <li>- formulates points for improvement</li> </ul> <p><b>The work supervisor:</b></p> <ul style="list-style-type: none"> <li>- assesses the intern's self-assessment for results and learning process</li> </ul>

We don't have interns at our branch.







## The educational coach and the educational policy officer

Both the branch manager and the educational coach are, in active collaboration with the educational members of staff, jointly responsible for monitoring and innovating the educational climate of the groups at the branch.

The educational policy is implemented on a local level and the quality control of the educational climate is a key theme. The quality control of the educational climate forms part of the duties of our branch manager. This quality control is implemented by and is in line with the duties of the educational coach.

### **The branch manager and educational coach share responsibility for:**

- the implementation of the educational policy for their own branch or branches through team meetings and progress meetings
- discussing the educational policy with parents and the parent committee
- monitoring educational quality by means of evaluations and interim corrections
- implementing new protocols
- implementing new legislation
- (continued) development of the PE policy
- implementing the children's progress system
- collaboration continuing line between the groups at their own branch and in collaboration with the primary school

### **The educational coach is responsible for:**

- on-the-job coaching of members of staff and teams in their educational development
- supervision and thinking along with members of staff during progress meetings and team meetings on the basis of the *Ik ben in beeld* matrix, the continued development of the educational compass and the continued translation of approach factors (supervising style, rich, challenging environment, room for initiative) into practice
- training members of staff in their educational development
- monitors the quality of the educational climate and discusses this with the branch manager
- makes an active contribution as a trendsetter of educational change processes

At every branch, the manager can spend 50 hours on the aforementioned duties.

The educational coach can spend 10 hours per FTE on the aforementioned duties.

### **The central educational consultant (educational policy officer) is responsible for, among other things:**

1. developing the educational policy
2. identifying developments, trends and scientific insights
3. database of knowledge and inspiration
4. education, information and advice, internally and externally





5. following legislation and translating this into policies and protocols if necessary
6. realising self-evaluation tools that contribute to a systematic cycle
7. offering support to the branches for the fulfilment of their duties
8. continued development of educational expertise
9. contact point for educational questions

For the central educational consultant, 20 hours per week are available.





## Local parent committee

Diana de vries of the Kiplinglaan branch hereby presents the Educational Policy for the year 2020 to the Local Parent Committee.

Please offer your advice by means of the form below before 15-01-2020 .

Date sent to the Local Parent Committee: 06-01-2020

Name of the branch manager: Diana de Vries

Signature:

.....

**Document name:** Educational policy

**Re:** Request for advice

**The parent committee issues positive advice:**

Date: .....

Name: .....

Signature:

.....

**The Local Parent Committee would like to receive more information about the following:**

.....

.....





## PE methods

### Startblokken

This branch applies preschool education that encourages the children's development through play. We use the so-called *Startblokken* method.

#### **What is *Startblokken*?**

*Startblokken* consists of four building blocks for the development of all young children. These four building blocks have to balance each other out:

- Involvement: how involved are the children in the activity?
- Meaning: what does it mean to the children, is it in line with their world?
- Intentions: what does the educational member of staff intend to achieve with this activity?
- Mediating role of the educational member of staff: in what areas does he or she allow the child to make its own discoveries, in what areas does he or she give more guidance?

#### **Working method**

The method is based on themes, which are in line with the children's subjective experience. They will recognise the theme and will copy it in the group. A theme takes about four to six weeks to complete. After two themes, a 'non-theme' week follows. The children can let go of the old theme, while behind the scenes, the educational members of staff are preparing for the next theme.

In the case of *Startblokken*, the themes have not been worked out yet. The educational members of staff come up with their own ideas about meaningful themes, working methods, activities and materials. Meaningful themes are themes that are close to the children and which they will recognise. The activities are in line with the children's level of development and their initiatives. Later on, the educational members of staff will be able to establish if what they did was, indeed, meaningful by carefully observing the children. The more meaningful, the more the children will be involved. Furthermore, goals (intentions) are set prior to the activities, enabling a child to further develop. During the activity, the educational member of staff carefully observes the children and their needs. Perhaps the explanation of an activity was not sufficient, maybe other materials should be added or perhaps an educational member of staff has to join in so that the children are more inclined to get active (mediating role).

An activity is of high quality when the children are very much involved for a longer period of time. This means the activity is meaningful and more intentions will be offered intensively.

The daily routine structure is documented in the daily planning. Every day has recurring activities. It gives children a sense of safety and security. Based on the daily routine schedules, we visualise the daily structure for the children. Young children cannot tell the time yet and have little notion of the concept of time. Children can feel quite unsafe if they do not know what to expect. There is a lot of time for games and playing. The educational members of staff offer varied activities and plenty of variation. The daily routine schedules help not just to look forward, but also to look back. For instance, children can use the schedules to tell their parents what they did that day.





Not all activities are undertaken with the entire group; we consciously work in small groups. This makes it easier for educational members of staff to anticipate the children's development and to better coordinate their help and supervision.

### **Rich playing & learning environment**

We think it is important for the group room to be geared to the activities and to fit in with the *Startblokken* working method. The layout of the group room is important in that respect:

- The group room is challenging and inviting.
- There is a lot to do and see for the children. The room is divided into building, home, reading and themed areas. The educational members of staff change the various areas in accordance with the theme. This way, the areas are turned into recognisable and challenging places for the children. The cabinet with development materials will always be home to jigsaw puzzles but the range of these puzzles partly depends on the theme of the day. In the case of the circus theme, for instance, the home area can be supplemented with items for the children to dress up as circus artists. They can pretend they are in a real circus and blankets can be put up to make the room look like a circus tent. The 'pretend' aspect creates additional opportunities. Materials can be added or temporarily removed in other areas as well. It is also possible to create a themed area to display materials associated with the theme.
- There is structure and transparency. Objects have a designated place and are labelled. Photos with written text explain what's inside a tray or a cabinet and, as such, what should be kept in them. This encourages independence. Children can find and put away their own materials.

### **Startblokken and parents**

Parental involvement is important because most of a young child's development happens at home. Every theme comes with a letter for the parents, explaining the central theme of that moment. It also contains tips for exciting subject-based activities and to encourage children to continue to develop. Examples include chats, poems, songs or suggestions for picture books.

Before we start a theme, we may ask parents to look for items associated with the theme, enabling us to add more to the environment or use them in our activities. They may be items the parents lend to us or items they no longer use and are willing to give to us.

