

# General Pedagogy Solidoe

## Algemene Pedagogiek Solidoe



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## Introduction

Childcare Solidoe sees its mission as: Good childcare makes an important contribution to society as a whole. With love and professionalism, Solidoe provides a strong pedagogical environment every day for the children entrusted to it. This gives parents the opportunity to combine work and family, and children are given the space to grow through play and learning.

Based on this mission, Solidoe has an important task: to ensure a strong pedagogical environment. The pedagogical staff of Solidoe, who realize this pedagogical environment, are crucial for the realization of the mission. The staff provides children with the necessary security and space, and they lovingly challenge the children to enter the 'zone of proximal development'.

Children grow up in a turbulent world. We prepare children for a future that we do not yet know, for professions that do not yet exist. The development of technology is constantly changing our lives. In addition, the environment of young children has become much more fluid: children more often grow up in blended or single-parent families, their world is much larger due to digital media, and the groups and classes they are in are often more diverse in terms of culture or opportunities.

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As Solidoe, we constantly think about upbringing in this dynamic society. What do we want to add to the upbringing at home? Which pedagogical approach helps children to find their way in society in the future? What do children need to learn to be ready for the future? And does what we offer children fit in with this? We have used these questions as a guideline for drawing up our pedagogical vision.

We have presented our pedagogical vision in two documents:  
Solidoe's General Pedagogy and Solidoe in Practice

These two form a coherent whole for guaranteeing pedagogical quality. **The General Pedagogy** document is our basis and applies to all locations. Our vision has been made specific for each location: **Solidoe in Practice**. This plan can be found on the website of each location.

The Department of Pedagogy and Quality

## 1. Solidoe's Vision on Children and Pedagogy

### 1.1 Child's image

A child's image expresses the vision of the child. How we at Solidoe view children and their development also determines how we interact with children. It gives direction to the role we have as a professional childcare organization and to the choices we make. For example, if we find children to be dependent little people, our pedagogical staff would have to provide a lot of guidance. But if we recognize the characteristics of children that make them unique and inquisitive individuals, it follows that we must give them the space to grow in this.

**Solidoe has formulated the following child's image:**

A child is himself, social, creative and curious. How he develops with these beautiful qualities depends to a large extent on the environment.

The safer and more challenging it is, the better it will be able to develop itself and the more (self)confidence it will gain.

### 1.2 Pedagogical vision

#### Childcare and the art of raising children

Solidoe sees children as explorers, as competent beings who, with their needs, development level and interests, form the starting point for the actions of pedagogical staff. Young children develop and learn through playful doing, experiencing and living. A child develops knowledge and skills in a more or less predictable sequence, but each child develops in his or her own way under the influence of character, temperament, aptitude and environment. Solidoe supports, helps and encourages each child in this development.

Children acquire skills and knowledge and develop their talents. In addition, there is socialization, the preparation for a life as a member of a community, and there is the formation of the person (bildung): moral awareness and critical thinking.

For childcare, the focus is on socialization and formation. The 'educator' is central to this. Parents are the most important educators. Whereby it is not only important what is said or done, but especially who does it and how it is done. The person of the educator (in our case the pedagogical employee) must have a number of competences, but also tact, inventiveness and wisdom - the ability to make pedagogical judgments (what do I do when?). You learn by watching others and by practicing.

Good childcare makes an important contribution in addition to the home situation. Solidoe sees its mission as: encouraging the development of children who are unique in themselves and have many competences, from a parenting partnership with parents. This is how children can relate to society in a good way.

We want to give children more space to discover, experience and live. For Solidoe, this means a shift in our attitude: when it comes to gaining experience, it is more about the journey than the destination. Our employees are crucial in this. They have the knowledge, the courage, the vision and the wisdom to guide children.

21st century skills are becoming increasingly important. Communicating, problem solving, critical thinking, digital literacy, self-regulation, social and cultural skills, creativity, collaborating with people from different

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backgrounds. Education must focus on these competences, but also on the upbringing and guidance of children. So also in childcare.

We pay attention to the skills that children need in the 21st century. In this way we prepare children for a future with many uncertainties and challenges. These 21st century skills are included in the goals of the Childcare Act.

### Vision on Parents

Childcare means raising children together. Coordination with parents about the upbringing of their child is an important precondition for good childcare. We want to expand the partnership with parents. Mutual understanding and trust are necessary in this, through an open and transparent attitude. We are open to ideas from parents and involve them in our pedagogical views. We want to contribute to the development of children into independent and social individuals in society. Parents consciously choose childcare as a responsible play and learning environment, we ensure that we inform them about and involve them in this environment.

### Vision on Employees

Pedagogical employees are an important link within our professional organization. They are responsible for creating a safe and pleasant (play and learning) environment for the children. They constantly ask themselves the question: "What is good for this child and for his/her development?". The child is central to this.

In order to allow children to experiment and discover, we as adults must also not be afraid to experience and try things out ourselves - which also

includes falling down and getting up again. Experimenting and discovering is central to Solidoe employees.

Our employees are also central to the organization, we want to be an employer where it is pleasant to work.

People develop, as a person and in their work. Solidoe considers it important to contribute to the professional development of employees, through training and team meetings. We challenge employees to contribute to the organization.

Solidoe annually draws up an extensive training program for (pedagogical) employees with specific training courses, with which we broaden the knowledge of the employees and they can specialize. Part of our training program consists of annually recurring training courses such as safety, VE, first aid for children, company emergency response (BHV) and the Code of Conduct for domestic violence and child abuse.

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## 1.3 The four basic goals of the Childcare Act

(See pink circle of the pedagogical board)

### Translating the goals from the Childcare Act into our principles."

The Childcare Act contains four basic pedagogical goals that every childcare organization must focus on. These goals are based on the ideas of developmental psychology professor Marianne Riksen-Walraven. At Solidoe, we have translated these goals into principles for our pedagogical policy.

#### 1. You are welcome: Providing Physical and Emotional Safety

We take an empathetic approach to children and respond to their expressions and behavior. We show respect for the independence of children and their desire to do things their own way, and we set boundaries and provide structure for children's behavior.

This allows them to feel emotionally safe and secure. The children notice that the staff know them and appreciate them for who they are. The environment and what happens there is clear and organized.

We distinguish between irresponsible and responsible risks. We prevent irresponsible risks, we protect children from excessive risks and we teach them how to deal with responsible risks. In this safe environment, we care for the children, stimulate their independence, do justice to the differences

between children and challenge them to discover other people and new things.

## 2. Discovering: Developing Personality

We contribute to the development of children's personality and self-confidence. We help them find their own unique 'I', their identity.

This includes helping them to Determine things for themselves (self-regulation), Be resilient, Become independent, Build self-confidence, Adapt and move along where necessary (flexibility), and express their



creativity. Children have an inner drive to develop. Through play, children discover themselves and the world.

Our employees connect with the interests of the children and at the same time challenge them to push their boundaries. We believe it is important for children to experience, try out and discover things for themselves. We playfully challenge children to develop their motor skills and also their ability to learn to deal with language and creativity (cognitive skills). In this way they learn to become independent.

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### 3. Together: Promoting the social competences of children

The staff ensures that the group is safe and that children feel part of the group. Children like to look at each other, learn from each other, imitate each other and play together. We encourage friendships and respect them. We pay attention to dealing with conflicts. There are familiar, cozy group rituals.



We guide children in their interactions with each other and teach them social knowledge and skills in a playful way. This helps them build and maintain relationships with others.

Social skills (competencies) include, for example, being able to empathize with others, communicate, cooperate, help others, deal with conflicts and develop social responsibility.

We do this by talking and explaining, making it clear to children what is expected of them. We model behavior, set clear boundaries, correct behavior positively and name the desired behavior.

### 4. In the world: dealing with norms and values

We transmit values and norms, such as empathizing and considering others, and also being aware of differences between people (diversity) and respecting those differences. We pay attention to traditions and rituals.

Children are raised by their parents. Solidoe contributes to this.

The transmission of norms and values (socialization) is part of this. Important values are taking responsibility, caring for togetherness, doing something together with other children. Our employees show these values themselves in their actions. This makes them an example for the children. We encourage children to get to know values and norms in an open way, so that they can interact with others respectfully and actively participate in society.



#### 1.4 Participation

##### **To participate**

To participate means to join in, to have influence, to be part of a whole. At Solidoe, we attach great value to this. And it applies to children, parents and employees alike. For Solidoe, participation is a mentality, not an activity. This means that it is a basic attitude, not something that you apply occasionally.



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### Participation of children

We believe it is important that every child can actively participate at their own level, have influence on the group, and help decide what happens. Children should be actively involved in the decision-making that affects them. When children participate, it is good for their self-confidence and their communication skills. It helps their further development and stimulates their involvement in what is happening. It is also a sign of respect for children. In addition, it gives our pedagogical staff a lot of information about what children enjoy and want to do.

### Participation and development

We live in a democracy in the Netherlands: living together, listening to each other, forming an opinion and (learning) to express it are important values in our society. Giving children space means that pedagogical staff have the task of broadening the world and possibilities of children by, for example, suggesting ideas and encouraging children to think along. This gives children the opportunity to take a step further. Children themselves indicate whether or not they want to do something with it.

## 1.5 Diversity

Diversity encompasses all the ways in which people are different, including their preferences, talents, temperaments, cultural backgrounds, lifestyles, genders, religions, social backgrounds, professions, and education.

## Respect for each other

Respect for each other is a value that we attach great importance to. All children are welcome with us and we want to make that clear to the children. We make sure that we do not make negative statements about certain groups in society. There is no distinction between boys' and girls' toys; all children have a free choice in this. All children are involved in household chores and other tasks.

There is sufficient diversity in play materials and books in the groups. This means that we choose materials in which every child can identify themselves. For example, think of dolls with different skin colors or books featuring children from different cultural backgrounds, in wheelchairs, or about blended families.

Specific needs for information and education can also be included in our activities. We communicate openly about diversity. By talking about differences and similarities, we teach children to respect each other and let children with their own curiosity and open view of the world see that there are more ways of life.

### 1.6 Educating children about media

Every parent and every child is different, and the time in which children grow up also requires an appropriate approach. In a time with many digital possibilities, which are even easily accessible to the youngest, new questions arise. For example, what influence does the use of all digital media have on the health and development of children?



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We notice that children are (almost) always faster than we are as educators when it comes to dealing with digital media and the world that comes with it. Both parents and Solidoe employees are looking for the right approach. What is very clear, however, is that children grow up in today's world, are curious and want to discover everything, the real world and the virtual world. For them, these worlds go perfectly together.

### The Role of Childcare

At Solidoe, we approach the upbringing and guidance of media-savvy children in the same way as we do other developmental processes. We support and stimulate, let children experiment on their own, and help where necessary. We gradually give them more freedom to figure things out for themselves, but we keep an eye on them. We pay extra attention to digital activities that involve multiple children at the same time.

At Solidoe, we see the use of digital media as an enrichment of playing and discovering. We want to guide this media use well and use it to support developmentally focused activities.

We know from parents that they find it important that the children in our groups, unlike at school and at home, can play and develop. They prefer to stimulate social interaction and contact, sports, playing outside, crafting, board games, etc. At the same time, they acknowledge that the online world is important and should definitely be used, even because children are growing up in an increasingly digital world.

At Solidoe, we have a lot of experience in creating a safe and challenging group environment. We offer activities in the areas of language, motor skills, creativity and social skills that are appropriate for the age or development of the children. We strive for a good balance between online and offline activities. We encourage children to participate in a variety of activities, both active and passive. A lot of variation is important for good development.

See also [Educating children about media](#)

## 2. Agreements within Solidoe

### 2.1 Adjustment period

#### **Safe start**

A good start forms a safe foundation for the child's further stay in the group. That is why we find a careful adjustment period very important. Every child, small or large, needs time to get used to the pedagogical staff, the space and the other children. The staff also want to get to know the child and discover and experience his or her habits. We also find it very important that parents feel comfortable at our location and with the group and that they bring their child to us with confidence.

#### **Adjustment period**

We get to know each other before the adjustment period. The pedagogical employee, who is also the mentor, invites the parents of new children for an introductory meeting. In this meeting, the employee will explain the

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tasks of the mentor, the daily schedule and how things work on the group/location.

We also make agreements about the adjustment period. We plan multiple moments or parts of the day to let the child get used to it and expand that to a full day. Children who go to after-school care (BSO) are welcome to the introductory meeting themselves. This way they know where they are going after school and they have already met the staff of the location.

### Visiting

Children who move to another group within the location are given time to get used to it. We do this by letting them 'visit' the new group a few times.

### 2.2 Contact with parents

#### Handover

The handover by the staff when picking up and dropping off children and during parent-teacher meetings is intended to inform parents about the child, but also to obtain input and information from parents. For example, to hear what parents think about something. We tell them what the child does in the group, what it is occupied with and experiences, and how it is developing. In this way, we ensure a pedagogically strong handover.

Mutual understanding and trust are prerequisites for good consultation and coordination about upbringing.

### Communication with parents

#### General information

For parents, there is general information on the [Solidoe website](#). Twice a year, all parents receive a Solidoe newsletter in Konnect with information about the organization and the national childcare policy.

#### Personal information

With a personal login code, parents can log in to a secure part of our website (the parent portal). There they can find personal information for parents and view documents about their child.

They can also request extra days here. Parents can also use this parent portal to directly contact their child's group. A diary is kept, photos are posted and messages are sent to parents. The focus is always on the children's attention and well-being before taking and posting photos.

#### Information about the location

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The location's webpage on the [Solidoe website](#) contains information that the location itself provides to parents. This includes "Solidoe in de praktijk," the location's pedagogical work plan. In addition, a location newsletter is regularly published in the parent app.

The information board at the location displays information for parents and the latest minutes of the parent committee meeting.

Most information is shared with parents via the Konnect parent app. The app shows which employee is working on which day in the group. Parents have the right to inspect the location's current safety and health policy and internship policy. This information can be viewed digitally. Access can be obtained via the pedagogical staff of the group.

### The Parent Committee

The Parent Committee (OC) is an important link between parents and childcare. All Solidoe locations have an OC. The main responsibility of the OC is to monitor and promote the quality of care. The OC does this by giving solicited and unsolicited advice to the Solidoe management on, among other things, the pedagogical policy. The OC has insight into the safety and health policy and is kept informed of any important changes. The OC can request this at any time from the location manager.

One member of each OC also sits on the central parent committee (COC). The COC meets on average four times a year. Certain tasks have been delegated to the COC, such as discussing policy and tariffs. The COC provides feedback to the OC.

### 2.3 The child in the group

#### Home group and base group

In daycare and after-school care, a child is usually placed in one fixed group. In daycare for children aged 0-4, this group is called the home group. In after-school care (BSO), it is called the base group. It is possible that a child will be placed in two different home groups. This can happen, for example, if there is no place yet on the desired days or if a group is not open all days of the week, which means that the child has to be placed in two home groups. This will be discussed in advance with the parents by the staff of the planning and placement department. A child will use a maximum of two different home or base groups during the week.

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Parents give written permission for placement in two groups. During activities, children may leave the home or base group space. When this is allowed and for which activities, is described per location in **Solidoe in practice**, which can be found on the Solidoe website under the location.

### Familiar faces

A Consistent and Familiar Caregiver Provides Emotional Security for the Child

Solidoe's starting point is to guarantee the well-being of the children as much as possible. The fixed faces criterion is the basis from which we work, which means that young children (0-1 years old), depending on the group size, see a maximum of 2 or 3 fixed faces per week. For children older than 1 year, the rule is 3 or 4 fixed faces, depending on the group size.

If a regular caregiver is sick, on leave or on vacation, an exception can be made to the fixed face criterion. In this case, a different professional will be used instead of the regular caregiver.

Within Solidoe, we always try in these situations to see if another pedagogical employee of the group can be used. If this is not possible, we try to ensure that an employee of an adjacent group or a trusted regular substitute can be used. This is only allowed if the period of illness, vacation or leave is no longer than four consecutive weeks.

At the start of the day, a substitute receives a good handover from the regular employee. The specific characteristics of the children are discussed, the daily rhythm and the rituals are reviewed, so that these remain the same for the children as on other days with regular employees. Specific characteristics of a child, for example a child who sleeps on its side, are also transferred at the beginning of the day. In this way, we try to guarantee the emotional security and stability for the children as much as possible. The interests of the children are paramount.

An exception to the fixed faces criterion may only be made in the above situations where a maximum of two or three fixed faces are assigned. This does not happen in situations where four fixed faces may be assigned. The number of faces then becomes too large for the children, which could make them feel less emotionally safe.

### Staff to child ratio

At Solidoe, we follow the professional-child ratio (BKR) when dividing the groups. This means that there is always a certain number of qualified staff per number of children in the group. These numbers are determined by law. The maximum size of the group is based on the age of the children in the group.

Children between the ages of 0-1 may be assigned two permanent staff members, and one of these staff members must be present on the days that the child is in the group. As the children in the group get older, the group may consist of more children.

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There are deviations from the BKR at the beginning of the day, between noon and at the end of the day. A total of three hours may be deviated from the BKR during these times.

Pedagogical staff have a 45-minute break per day at the daycare center and a 30-minute break per day at the after-school care during vacation weeks and on non-school days. They take this break after lunch.

The exact start time of the staff member's break may deviate from what is stated in the pedagogical work plan, if the situation in the group requires it from a pedagogical point of view. The well-being of the children is the starting point here.

This includes:

- When one or more children need individual attention, for example because they are getting used to the daycare, have difficulty drinking or drink slowly, or have difficulty falling asleep.
- When the children's sleeping times at the daycare center deviate due to an outing, warm weather or other circumstances. The staff then take their break when most of the children are sleeping.
- When multiple children need to be bottle-fed at the same time during one of the staff member's regular break times.
- When the after-school care has been on an outing and returns later than the regular break time. The duration of the break remains the same at all times.

### Merging of groups

On some days, there are so few children in a home group that two groups are merged. In doing so, we always weigh up what is best for the well-being of the children. By merging groups, children have more opportunities to play with other children. One of the permanent pedagogical staff members goes to the other group. This is always discussed with the parents concerned and is described in **Solidoe in Practice**. Parents are asked for permission via Konnect to place their child in a second home group (temporarily). When merging groups, we also work in accordance with the staff-child ratio (BKR).

### Flexible childcare

In addition to fixed-day childcare, flexible childcare is also possible. This means that children go to their group on different days, for example if parents work in shifts. A few Solidoe locations offer this type of childcare. You can contact the Planning and Placement department to find out which locations offer this type of childcare.

### Extra childcare

It is possible to have a child come to Solidoe for one or more extra days per week in addition to the fixed day or days per week.

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Parents can request these extra days via the parent portal. If there is no place for this extra childcare on the fixed regular group or base group, the child can go to another group. The condition is that parents give permission for the extra childcare on the other group via Konnect. We also make agreements with the parents in Konnect about the duration of the extra childcare on the other group.

### 2.4 Monitoring development

#### **Observing and listening**

At Solidoe, every child receives the attention and care they need.

Our pedagogical staff structurally monitor the children in all developmental areas. By filling in observation forms and, if necessary, individual action plans, they can tailor their approach to the needs and abilities of the children individually and as a group.

There is an opportunity for a short handover when bringing and picking up children. In addition to these short moments of consultation, we believe it is important to talk to parents about the child's development more extensively once a year. For this purpose, a (yearly) meeting is planned in consultation with the parents by a pedagogical employee (mentor). If parents need it, an extra meeting can always be scheduled.

#### **Mentor**

All children have a permanent mentor. This is one of the permanent pedagogical employees of the home group or base group. This is often the

employee who is present on most of the days that the child comes. The parents are informed who the mentor of their child is during the introductory meeting.

The "own" mentor children give the pedagogical staff more space to get to know these children well. By building a good relationship of trust, children feel emotionally safe in the group. The mentor monitors the child's development, carries out the annual observations and fills in the digital observation form "The Development Lines 0-4 years". Based on this observation, a parent interview follows, in which we talk about the development and well-being of the child. We are also happy to hear how things are going at home. For the children in the BSO, the mentor is also the contact point for the child.

If necessary, the mentor (with the permission of the parents) also plays a role in the contact with other (care) professionals.

#### **Handover**

When a child moves to a different group, a handover takes place. In addition to the verbal transfer, the digital information about the child in Konnect is transferred to the next group within the same type of care. Parents always sign for the transfer of information.

When a child changes type of care, the employee of the old group ensures that only relevant information is transferred via Konnect.

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When children move to an external group (another organization), only information that is in the best interest of the child is transferred, and always in consultation with the parents.

For children who go to primary school, we fill in the transfer form. This is discussed with the parents and, after their permission, sent to the primary school where the child is going. When the child goes to an after-school care (BSO) group, this is also passed on/sent to the BSO.

### Identify a problem

An important added value of childcare is that we can recognize possible problems in the child's behavior or development at an early stage.

Problems that play a role at home can also be noticed. If a child behaves differently compared to peers, it stands out. Striking behavior is not always problematic behavior, but in many cases it does indicate that the child does not feel comfortable or that it is lagging behind in development. Often the behavior also has an impact on the well-being of the other children in the group.

That is why we discuss all children in a team meeting, the so-called child discussion, and look for solutions if necessary.

### Concerns about noticeable behavior

It is important that parents are aware of any concerns about their child from the start. When dropping off and picking up their child, staff can

briefly discuss any concerns with parents. If a child exhibits noticeable behavior, this is first discussed with the location manager. If pedagogical staff need extra support, they can contact the pedagogical coach. The pedagogical coach will then come and observe the group one or more times, to see how the child is doing in the group. The pedagogical coach makes recommendations and gives tips on how to deal with the child or the situation. Based on the recommendations of the pedagogical coach and the discussions with the parents about this, the pedagogical staff draw up an action plan and carry it out. With the parents' permission, external experts can also be called in.

### Guidance from experts

If there are concerns about a child or we see noticeable behavior, we can request support from external experts, preventively. This is always done in consultation with the parents and only if they give permission. The municipalities of Aalsmeer and Uithoorn employ experts who we can call upon to stay ahead of problems or if pedagogical staff or parents need support. Think of the speech therapists of 1801 and the experts of MOC het Kabouterhuis and Alert4you.



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In the context of prevention, in Uithoorn, there are meetings where the locations meet with the JGZ and Alert4you and, if necessary and after permission from the parents, discuss cases. Alert4you can also come and observe in the groups and give advice. Just like a speech therapist, they visit the 0-4 year old groups in both Uithoorn and Aalsmeer.

### 2.5 pre-school education (VE)

#### Playful learning

We work developmentally focused and use the methodical structure of the Early Childhood Education (VE) method as a guide.

Developmental work means that we provide children with targeted guidance and stimulation so that they can develop as well as possible. This includes following the child's development step by step. What we see in the child forms the basis for what we offer the child. Within the group we provide a differentiated offer.

In Uithoorn and De Kwakel we use the VE method Uk & Puk; in Aalsmeer and Kudelstaart it is Piramide. These programs focus on playful extra support and activities in all developmental areas. See also [VE policy](#).

#### Consultation Bureau Indication

The goal of VE is to better prepare toddlers with a potential (language) delay, also known as "target group children", for primary school and to

ensure that toddlers without a delay can go to group 3. The consultation center doctor indicates based on criteria established by the municipality.

VE is offered on all toddler daycare groups, with the exception of PO De Quakel. The VE policy and our website state which locations are involved. In the municipality of Aalsmeer we work with tutors in the regular daycare for children who have a VE indication. They take the children out of the group twice a week for extra developmental stimulation. This tutoring is only for children who are at Solidoe at least 2 days a week.

#### Working towards goals

We offer activities in small groups. We usually offer activities in small groups of two or three children, and sometimes with one child alone. We do this based on the child's language level.

We focus on language, math, social-emotional skills and movement (motor skills). We work with themes. These are topics that are close to the children's world of experience, such as the seasons, traffic and holidays. We make the theme we are working with visible in a theme book and on the theme table.

We work on fixed goals of the Stichting Leerplan Ontwikkeling (SLO) in the areas of language, math and social-emotional skills. These goals are



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incorporated into our thematic offer and are all covered in two years. We work on this for at least 10 hours per week.

### Training for employees

The pedagogical staff who work with VE have followed a VE training and receive annual refresher courses. These employees all demonstrably meet the language requirement 3F, as laid down in the law, or they are in training for this.

### VE coach

Pedagogical coaches at all Solidoe locations. The IKK Act stipulates that all pedagogical staff are entitled to pedagogical coaching every year. In addition to the coaching hours that result from the IKK Act, there are also additional EC coaching hours that are used in the EC group. The EC group consists of children who need extra support in various developmental areas, so that they can transition to primary school as well as possible. The staff of this group need the knowledge and skills to be able to follow the development of these young children, to meet their needs and to stimulate them. In addition, they also involve the parents in this.

The EC coach supports the staff by providing more intensive support on specific questions about children and contacts with parents, providing on-the-job coaching for children with special needs, observing and coaching the staff, can be present as a coach during child interviews, supporting individual development plans and group plans, ensuring that the provision

meets the individual needs of the child, and providing support in the development of the EC program.

### VE Policy advisor

In addition to the VE coaches, Solidoe childcare has a VE policy officer. The VE policy officer is responsible for the general quality improvement of the pre-school provision, works together with the VE coach to improve the educational-pedagogical practice in the VE groups, ensures that parental involvement is increased and that there is coordination between the municipal/legal policy, the policy of Solidoe childcare and its implementation on the work floor. The policy officer is also responsible for the training of pedagogical staff in the field of VE.

### Parental involvement and communication

Parent involvement is an important quality aspect of the implementation of early childhood education (VE). Good contact, good cooperation and regular consultation between parents and Solidoe form the basis for this. A combination of a high-quality VE program and parental involvement in stimulating the development of their children makes the effects of VE stronger and more noticeable for a longer period of time.

We promote parental involvement by providing information and participation rights. In order to involve parents in our childcare in an informal way as well, we organize, for example, parties for children and parents, coffee mornings (at the toddler daycare/VE) and 'grandparent mornings'. At the

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group level, we work with individual action plans, in which parents are involved by receiving advice on how they can also work on this developmental goal at home. When we work together towards the same goal, this supports the development of the child.

### In partnership with parents

We take the time to get to know each other and to bring and pick up the child. We keep parents informed of what we do in the group via the parent portal and the newsletter. We provide materials to take home so that parents can also connect with the theme we are working on at that time.

### Continuous line

We aim to have a continuous line with schools where children with early childhood education (VE) go when they are 4 years old.

All locations with VE work as much as possible with the primary school in their neighborhood to which most toddlers go. With a continuous line in the work with VE and the lessons at school, the transition to primary school is made easier for the child. There is regular consultation between the VE location and the directly cooperating primary school to coordinate and further develop the working method of the continuous line. We follow the agreements from the VE agreements that we have concluded with the schools.

When children with a VE indication go to primary school, the transfer form is not sent to the school where the child goes, but we discuss it personally

with the school (the so-called warm transfer). This is done with the permission of the parents.

### Reading out loud

A language-rich environment has a positive influence on the language development of babies and toddlers. This can be both at home and in childcare.

Reading aloud is important: it stimulates the imagination, develops language skills, but above all it is a lot of fun! Research shows that young children who are regularly read have a larger vocabulary and are therefore less at risk of language delay.

In order to give reading aloud even more shape within the groups, the Boekstart in de Kinderopvang program was rolled out across Solidoe in 2018. Each location has a reading plan that is evaluated annually and adjusted if necessary.

### 'VoorleesExpress' program

The "VoorleesExpress" program offers parents the opportunity to have someone visit their family to read aloud, at a fixed time each week. The aim is to get parents and children excited about reading together, books and stories.

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### 2.6 Employees **Participation**

We encourage employees to think along with the organization. We ask them to contribute to various working groups from different specialisms.

### **Meetings**

At all locations, the team meets regularly to discuss location matters. The children and the groups are also discussed in small team meetings.

### **Certified**

All our locations are staffed by pedagogical employees and location managers who have the professional qualifications appropriate for the work, as specified in the Collective Labour Agreement (CAO) for Childcare. The working language at all locations is Dutch.

We conduct annual OS (Development at Solidoe) interviews with employees. The personnel file contains records of conversations, diplomas and special details. All employees have a valid Certificate of Good Conduct

(VOG). As of March 1, 2018, everyone who works in a place where children are cared for must register in the Childcare Personnel Register.

### **Pedagogy and Quality**

The Department of Pedagogy and Quality monitors the implementation of the pedagogical policy. This department employs pedagogical policy officers, pedagogues, coaches, EC coordinators, workplace trainers, prevention coordinators and attention officers for Domestic violence and child abuse. The employees of this department are always available for all questions. They come to the location to observe, coach, advise and/or offer support to children and employees.

### **Pedagogical Policy Advisor/coach**

Solidoe is a learning organization. At Solidoe, employees structurally work on the development of the quality of their work and their organization, and learning and development are a natural part of the work. Through the use of the PBM/coach, the pedagogical quality is increased in a targeted way, both for the individual employees and in the team.

The pedagogical policy officer focuses on updating, (further) developing, translating and implementing the pedagogical policy and translates it into practice. The available hours for the pedagogical policy officer are used centrally, so that each location works from the same vision and the same policy.

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The pedagogical coach at Solidoe has an active role in improving the pedagogical quality and the professional development of pedagogical employees, both individually and in a team.

Each pedagogical employee discusses development points with the location manager in the OS (Development at Solidoe) interview. Training, team meetings and discussing one's own actions on the basis of film footage or a group observation using Pedagogical Practice in Pictures (PiB), an online self-evaluation instrument, are additional. The coach supports the employee in achieving pedagogical goals. In a subsequent OS, the pedagogical employee discusses the progress of pedagogical goals with the location manager. The pedagogical employee takes ownership of this.

### Time distribution

Solidoe has 21 locations spread over Uithoorn and Aalsmeer. The total number of coaching hours is calculated based on the FTEs of the locations (number of FTEs x 10 = number of coaching hours per Irk number per year). This calculation takes place in December for the coming year.

The location manager is informed by the Pedagogy and Quality department about the number of coaching hours for their location for the year in question. In consultation with the pedagogical coach and the location manager of the various locations, it is decided which pedagogical skills will be coached and in what form this coaching will be offered. The location manager then informs the team and the parent committee about the

number of coaching hours and how they will be spent. Each pedagogical employee receives coaching every year. Parents can request/view the coaching hours for their location from the location manager.

### Hostess

At some daycare locations, a hostess is present to support the pedagogical staff by providing lunch and performing occasional household tasks.

### New employees

Every new employee is extensively screened. This also applies to temporary workers.

The screening includes at least two interviews, a valid Criminal Record Certificate (VOG) is requested and references are checked. Every new pedagogical employee follows an induction program in which he or she receives guidance.

### Student employees

Solidoe is an SBB (Samenwerkend Beroepsonderwijs Bedrijfsleven) recognized training company. This means that Solidoe offers trainees the opportunity to learn the trade. We work according to the guidelines of the Collective Labor Agreement for Childcare.

Once a trainee is sufficiently qualified and can be deployed intelligently (i.e. as a fully-fledged employee), he or she can also work as a substitute at

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their own location in the event of a colleague's absence. The amount of work that the trainee is allowed to do is determined by the location manager or the training course. A Certificate of Conduct (VOG) must be submitted before the start of the internship.

See also the [Work-based Learning](#).

### 2.7 Food and hygiene

#### Food

We believe that mealtime is an important social moment where children can eat, talk, taste, and learn.



We offer healthy and varied meals and snacks. We regularly give the children seasonal fruits and vegetables and encourage them to try new things and eat a variety of foods. We believe that setting a good example is important, so we follow the guidelines of the Dutch Nutrition Centre to ensure that children get enough nutrients.

We have fixed mealtimes, but we are flexible with the times. We encourage children to drink water between meals.

For children who need special food, such as those with allergies, we make arrangements with the parents.

On special occasions, such as holidays or birthdays, there is room for other foods.

When a child has a birthday at the daycare, we discuss a treat with the parents. They can choose from two options:

- They can use a Solidoe birthday cake box filled with a (healthy) cookie of their choice, such as a biscuit or speculaas, or a handful of raisins.
- Parents can provide a healthy treat themselves. This must be appropriate for the age of the children and be able to be eaten immediately, and fit in with our food vision.

At the after-school care, we chose to have a party without treats. Children celebrate their birthdays at home, at school, at sports, and possibly in many other places. Of course, there is still plenty of attention for the birthday boy or girl, with singing, a present, and being the center of attention all day with all the rituals of the location. Think of streamers, doing the polonaise, or a special birthday game. If a child wants to, there is the possibility to have the fruit that is normally eaten in the group that afternoon prepared and distributed by the birthday boy or girl. When a child says goodbye, a healthy treat may be handed out.

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We apply the 80/20 principle: 80% of the food and drinks meet the healthy rules of the [food policy](#), on 20% of the occasions (such as holidays like Sinterklaas or Christmas or on vacation days) we may deviate from this with the children.

### Hygiene

We take care of good hygiene within our childcare. The rooms are cleaned according to fixed rules and schedules that the locations use. For example, the changing room, the toilets and the floor of the group room are cleaned daily.

Instructions are displayed in all groups on, for example, hand hygiene and ventilation policy, and if applicable, also on cleaning commodes and the temperature of the bedrooms.

### 2.8 Quality system HKZ quality standards

Solidoe has the HKZ quality mark, which stands for Harmonisatie Kwaliteitsbeoordeling in de Zorgsector (Harmonization of Quality Assessment in the Care Sector). All of our locations work according to these HKZ quality standards. The HKZ describes it as follows:

"With the HKZ quality mark, organizations and practices can show that they are serious about the quality of care and that they meet the requirements set by clients, professionals and relevant stakeholders. An organization with the HKZ quality mark has its internal affairs in order, focuses on the client

and continuously works on improving the care and services it provides."

### Assessment

In the HKZ quality system, work procedures are described in detail through procedures and work instructions. Twice a year we ourselves check (internal audit) whether we follow these procedures correctly and meet the standards, and once a year an independent institute checks us (external audit).

### Safe and challenging

Children develop quickly, are curious and want to explore the world around them. They hardly see any dangers. The older children become, the better they learn what is and is not allowed and what is and is not dangerous. A safe environment is therefore of great importance.

Solidoe strives for a good balance between safety and sufficient challenge. We do not want to cover all safety risks, but we do want to protect children from major risks.

### Risk inventory



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Based on the Childcare Act, every organization is obliged to have a Safety & Health Policy at each location as of January 1, 2018. We use the digital risk monitor 2.0 from veiligheid.nl, specially developed for childcare. After a quick scan of the location, the major and minor risks that can occur at a location are addressed.

It is described how we minimize risks and where additional measures need to be taken, these are written out in an action plan. The parent committee is informed of the safety and health policy and any changes to it. Agreements have been laid down in work instructions and protocols and general and location-specific house rules to reduce risks to safety and health. In an annual cycle, all components of the risk monitor are discussed and, where necessary, additions/adjustments are made. Safety and health is a permanent item on the team meeting agenda. Parents can, if they wish, view/request this safety and health policy at the location. The most recent version is stored on the I-pad of the group under group documents.

### 3. Protocols and legislation

#### 3.1 Protocol on Domestic violence and Child abuse

##### Focus on protection

Since January 1, 2019, we have been using the updated [Protocol on Child Abuse and Cross-Border Behavior for Childcare](#) from the Childcare Industry Association. Three employees of the Pedagogy and Quality department have been appointed as attention officers for Domestic Violence and Child

Abuse. They can support the locations in case of suspected domestic violence and child abuse.

#### 3.2 Four-eyes principle

##### To watch along

The four-eyes principle means that there must always be at least two adults supervising children aged 0 to 4 in daycare centers and preschools. This ensures that no employee is ever alone with one or more children.

The four eyes can also be two eyes and two ears, as long as there is a second adult watching or listening. This can also be an employee from a neighboring group. If an employee is on break, there is always a backup. The location's safety and health policy describes how the four-eyes principle is implemented.

At Solidoe, we use baby monitors and cameras. The images that are made in one group can be seen in other groups.

#### 3.3 Staff-child ratio

##### Number of staff and children

In daycare, the ratio between the number of professionals and the number of children actually present is laid down by law. To determine this, we use

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the calculation tool of 1Ratio.nl. The basis for the calculation rules are agreements between the Kinderopvang Brancheorganisatie (Childcare Sector Organisation) and the parents' association BOinK.

### 3-hour rule

If a location is open for 10 hours or more consecutively per day, a maximum deviation of 3 hours per day from the required professional-child ratio is possible. In that case, at least half of the required professional-child ratio is used. The **Solidoe plan in the practice** of the location states at what times the professional-child ratio is deviated from and at what times it is not.

### 3.4 Complaints procedure

#### **Feedback and Complaints**

It is possible that parents may have a complaint or feedback about Solidoe. We want to be aware of this and have a [complaints procedure](#) in place.

We ask parents to first discuss this with the person involved in the matter. If, after discussion with this person, the complaint is not resolved in the eyes of the parent, the employee will report this to the location manager. The location manager will then contact the parent.

### Form

Parents can also fill in their comment, reaction or complaint on the digital [feedback form](#). The completed form will be forwarded to the person responsible for the matter. We make an annual report of the feedback forms so that we can improve our policy where necessary.

### Complaints Desk

Parents also have the option to discuss the complaint outside of Solidoe. This can be done with the National Complaints Desk for Childcare. This complaints desk can mediate, provide advice and arrange mediation. If this does not lead to a solution, the Childcare Disputes Committee can issue a ruling. Parent committees can also follow this route.