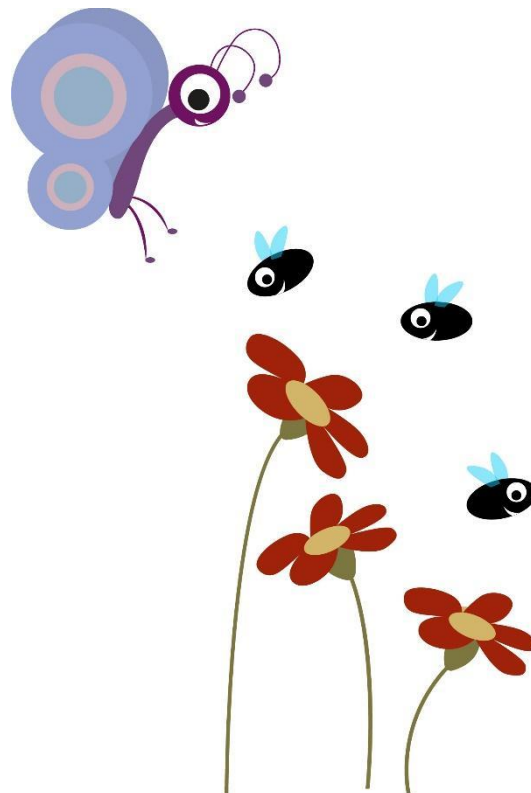


General Policy

Early Childhood Education

Childcare Solidoe



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Introduction

At Kinderopvang Solidoe, we offer Early Childhood Education (VE) for children aged 2.5 to 4 years at multiple locations in Uithoorn and Aalsmeer. This requires a specific approach within our regular working methods. To make this clear for employees, parents and other interested parties, this policy has been written as an appendix to the pedagogical policy. Because many aspects also apply to the regular approach, some parts will be described twice.

The VE policy plan is never finished. New experiences and insights regarding the development of children and the guidance therein are a reason to review this VE policy plan annually and to adjust it if necessary.

Pre-school education is for children from 2 to 4 years old at daycare or toddler daycare. Early childhood education is for children from groups 1 and 2 of primary school.

Solidoe Kinderopvang offers Pre-school Education (VE) at the following locations:

Uithoorn

- Toddler daycare De Vuurvliegjes
- Toddler daycare 't Overstapje
- Toddler daycare Hummeloord
- Toddler daycare Haas
- Toddler daycare de Trommels, het Duet

Aalsmeer

- Toddler daycare Koksmaatjes, De Berenboot
- Toddler daycare Ganzen, De Rietpluim

Early Childhood Education Programs (VE programma's)

In all VE locations, we work with a certified VE program with the aim of stimulating the overall development of children in the following areas:

- Language development: This includes, for example, increasing vocabulary.
- Early numeracy: Learning to count, learning to measure, and orientation in space and time.
- Motor development: There is attention to the development of gross and fine motor skills.
- Social-emotional development: Stimulating independence, self-confidence, and playing and working together.

Programs are built around projects/themes. These are about familiar things, such as people, spring, celebration, traffic, birth, etc. All topics close to the living environment of young children.

Approximately the same themes are on the program every year, each year with a different emphasis, appropriate to the age and development of the children.

The added value of working with a VE program lies mainly in the conscious and targeted provision of variation in the range of activities, tailored to the needs of the children in the group. This applies both to the layout and to the way in which activities are offered.

Both children who need extra support in certain areas and children who can handle more challenges benefit from this. Working with a targeted program is motivating.

What is VE?

Pre-school education (VE) primarily focuses on children from the age of 2.5 with a language delay or Dutch as a second language. Children with a VVE (pre-school education) declaration within the daycare need that extra bit of guidance to catch up on any developmental delays before they go to primary school. This can be done by stimulating the speaking of the Dutch language, increasing vocabulary or stimulating language and speech development in general. We can also offer extra support in the area of social-emotional development. A good foundation ensures that the child will be able to cope well in primary school.

Target group

All children benefit from having their development systematically and purposefully stimulated. This is especially true for children who are at an increased risk of developmental delay. They are particularly interested in a VE program. In addition to the legal criteria, the municipal councils of Uithoorn and Aalsmeer have set additional criteria to be eligible for a specific pre-school education offer. The consultation bureau doctor indicates according to these guidelines.

Parents

At home, everything is familiar to the child: the family, the customs, and they know what is and is not allowed.

The group is a whole new environment for the child. To ensure that the child feels welcome, safe and secure in this new environment, it is important to get to know the child, the

parents and the home situation well. Pedagogical staff ensure regular contact moments with parents, such as personal pick-up and drop-off moments and interim or annual meetings. This creates a bond of trust between parents and staff. Through mutual interest and respect, a good foundation is laid for guiding the child in their development.

Development stimulating activities for home

During the intake interview, the staff will explain the VE program to the parents. At the start of the new theme, parents will receive an explanation of the content of the theme, both verbally and in writing, and tips will be given for activities at home.

Home language

Sometimes a language other than Dutch is spoken at home. During the intake interview, the pedagogical employee notes which home language is spoken. It is also discussed whether the child is proficient in it. Research has shown that children who are proficient in their mother tongue learn a second language faster and more easily. We advise parents to speak the language they are most proficient in at home. The child's home language is respected at the daycare and the child is encouraged to learn the Dutch language. Dutch is spoken in the group.

Intake

All parents of new children are invited for an intake interview; the first introduction to the staff and the group. This interview is to get to know each other, parents give information about their child and family, the employee tells about all kinds of things at the daycare using a checklist. Mutual expectations are also discussed.

In Uithoorn there is the possibility to visit new families at home. Parents often find it pleasant to talk to each other about their wishes and possibilities in a relaxed way in their own environment.

Parent meetings

At the daily pick-up and drop-off moments, brief information is exchanged between the parent and the pedagogical staff. We plan an annual parent meeting. This conversation takes place at the location outside opening hours. In these conversations, the observations and the development of the child are discussed. Both the parent and the employee can request an interim interview if there is a reason to do so, for example if there are concerns about the child's development.

Activities

Every day, the group/location offers time and space for an activity between parent and child, such as doing a puzzle and/or reading books together.

A few times a year, we organize a 30-minute playgroup at the beginning of the day at the toddler daycare, where possible in collaboration with the nursery groups of the primary school. Parents can do various games/activities with their children.

Information via the 'ouderportal'

Parents are informed digitally via the parent portal from the group. Newsletters are personally distributed to VE parents and explained verbally where necessary.

Home materials

Each location has the possibility to lend out game materials and/or books to take home for a specified period. There is always feedback when returning the materials.

Evaluation and Adjustment

Based on the parent analysis we conduct every two years, the customer satisfaction survey, and the annual evaluation in November, we formulate location-based plans to keep parents involved. New initiatives are included in the location's annual plan.

Interior design and materials

The group rooms form an important part of both EC programs. A well-designed space ensures that children feel safe. With a good layout, children come to rest, know what is expected of them, play longer and more concentrated, and disturb each other less. The design of the spaces must enable the child to develop in all developmental areas.

Rich play and learning environment

In a rich play and learning environment, there are good, durable materials that are neatly divided over different corners. Such as a construction corner, drawing/painting corner, discovery corner, house corner, reading corner, and train/car corner. The corners are dynamic, the range of materials changes with the content of the themes. We use 'real' materials for this, among other things.

The corners can be demarcated with a cupboard, mat, or bookcase. Some activities take place in small groups of a few children and others individually or in the large group.

Theme table

A theme table is a recognizable part of the group for toddlers. On the table are objects that are related to the topic of the current theme. Parents can see what the toddlers are working on at that time. New play situations and conversations arise around the theme table. It is important for children to receive a lot of good language input.

In the group, we see the words that are central to the theme. This is how children learn to make the connection between spoken and written language. Every group reads aloud daily. The Boekstart program is the basis for this. There is close cooperation with the library. Each location has a reading plan that is evaluated annually and adjusted if necessary.

Daily schedule

We work with a daily schedule, which is indicated with daily rhythm cards. There is an alternation between quiet and active activities. The (in principle) daily schedule is also described in the location-specific work plan.

By working with a daily rhythm, we prepare children for what is to come. We also motivate and stimulate children to participate in the activities.

Skilled Employees

All employees deployed in VE groups have a recognized and valid VVE certificate. Annual training on the VE program takes place so that all employees remain certified.

VE training is therefore included in the organization's VE training plan every year.

Pedagogical coach

Pedagogical coaches are active at all Solidoe locations. The Solidoe coaching plan specifies how many hours of coaching are available per year per location. In addition to the regular coaching hours, VE coaching hours are also used annually in the VE groups.

The VE coach supports employees by providing more intensive support on specific questions. This can be done in the following areas:

- Questions about possible children in need of care and contacts with parents
- Actively participating in and supporting child discussions
- Supporting the preparation of individual development plans and group plans
- Jointly responsible for ensuring that the provision meets the individual needs of the child
- Providing support in the implementation of the VE program.

In addition, the coach supports employees through coaching on the job, individual coaching, group coaching, or coaching based on video recordings.

Tutor

At daycare centers, we also work with tutors. Tutors guide one or more children at fixed times. The tutor joins in on the activities and themes of the group. A week before the start of a new theme, the tutor introduces the theme to the children, so that they can be prepared to participate in the new group activities. The tutor stimulates the child through a variety of activities, such as games, reading, sorting, photos, storyboards, and various other materials. The tutor shares her findings with the team and works specifically from an action plan.

Observation and handover

Children do not all develop in the same way and at the same pace. The staff members have knowledge about the different developmental stages of the child. They also know the child's background and observe the child regularly, recording this in the digital child monitoring system.

The staff members observe the child by: Playing with them, watching them, trying things out

They discover whether the child is ready for a new step. Can the child do it alone or do they still need help? These observations are recorded in the child monitoring system.

The staff then offer the child activities that are appropriate for their developmental stage. The staff members ensure that they offer a well-considered range of activities. They check whether they have achieved the goal they had in mind for the child.

The KidsKonnnect child monitoring system provides a clear overview of the child's development for parents and school.

Warm handover

In order to promote a smooth transition from childcare to primary school, Solidoe works with a warm transfer to primary school.

When a child is almost 4 years old, the group employee fills out the transfer form. The transfer form includes background information about the child and the daycare, and describes information about the child's development in different developmental areas.

The completed form is always discussed with parents and their consent is requested before the information is transferred to the relevant primary school.

VE children are always "warm transferred", which means that the employee shares the transfer form with the school. If necessary, the pedagogical employee can further explain specific details, points of attention and concerns about a child in the transfer to the school.

External experts

In Uithoorn we can use the expertise of Alert4You employees. For care concerning developmental areas or behavior, the Alert4you employee can observe the child. If necessary, she provides support to staff and parents. The Alert4You employee visits the group several times a year and gives general tips.

The parent-child advisor, a member of the social team in Uithoorn, can also be used as a link with the parents. She can make home visits and help with applications for external expertise. In Uithoorn, there is also an opportunity for parents to come to the walk-in consultation hours of the pediatric physiotherapists with their child twice a year to ask their questions. After this, a trajectory can be started in the practice.

In Aalsmeer the youth care worker visits the group once every two weeks as part of early detection. All questions and concerns can be discussed and, if necessary, the parents are involved in this process.

In Uithoorn and Aalsmeer there is regular contact with the speech therapists of 1801 youth & education advice. If there are concerns about a child's language development, a screening can take place, always with the permission of the parents. The speech therapist comes to the group to observe and does some tests in a playful setting. At the end of the morning/afternoon, parents receive direct feedback on her findings and advice. Both parents and the team can call on their help (also for the home situation).

With this preventive approach, we want to offer children the right support as soon as possible. In both municipalities, we can also refer to the social counter for parenting or family problems.