

Our location Glance

Pedagogical Work Plan
For our Out of school Location
Rivers (bso)
2026
Rivers

Skar



Contents:

Our Location at a Glance.

Introduction.

- The Pedagogical Compass in brief

Useful information: from daily routines to base groups.

- Distinctive character of our location
- Our location
- Base groups
- Trainee professionals and interns
- Professionals with alternative qualifications

We raise children together.

With parents

- Getting acquainted and settling in
- The mentor
- Keeping each other informed
- Working together for children's development

Through group management.

- Differentiated practice
- Teamwork
- Monitoring children together
- Moving to the next group
- Identifying concerns
- Evaluating and safeguarding pedagogical policy and practice
- Pedagogical quality—our focus for the coming year

Skar
Voor kinderen.





With other organisations.

- Working with schools
- Working with other organisations

In a rich and challenging environment.

- Different types of out-of-school care
- Layout of the space
- Design of activity areas and spaces
- Organised materials
- Outdoor area

With room for initiative.

- Free play and inviting activities
- Food and drink
- The transition from school to out-of-school care

Always in dialogue.

- Sensitive responsiveness
- Respect for autonomy
- Providing structure and guidance
- Talking and explaining
- Stimulating development
- Guiding interactions between children

Other pedagogical quality requirements.

- Additional childcare
- Multilingual out-of-school care
- Deployment of the pedagogical policy specialist/coach

Skar
Voor kinderen.





Appendix 1. Overview of the developmental areas
Appendix 2. Activity domains
Appendix 3. Overview of pedagogical work plan forms
Appendix 4. Glossary
Appendix 5. References

Skar
Voor kinderen.





Our Location at a Glance.

Pedagogical work plan for our out-of-school care location (BSO)

Location name: Rivers
Location address: Parnassustraat 20, 6846 RB Arnhem
The manager at our location is: Jacqueline Peters
She reports to: Anneliek Schoenberger-Lamers

Where this pedagogical work plan refers to 'parents,' this should be read as 'parent(s) or guardian(s).' Where 'she' is used, 'he' or 'they' may also be read.

Introduction.

This pedagogical work plan is intended for everyone interested in our location—from parents and guardians to GGD staff. For our own pedagogical professionals, it serves as a reference document. The work plan describes the atmosphere at our location and how we meet the statutory pedagogical requirements.

The pedagogical work plan *Our Location at a Glance* builds on the *Pedagogical Compass*, the pedagogical policy of Wij zijn JONG.

The Pedagogical Compass in brief
Children are explorers, researchers, artists, creators, scientists and craftspeople—the potential is already there. Every child is unique, born with their own nature, character, abilities and talents. It is our task to recognise these and to keep every child in view. We want to offer all children a wide range of experiences so that they can continue taking the next step along their developmental path, every day. We get to know the children by observing and listening to them carefully. Does the child feel well and secure (well-being)? Is their involvement high? These are the questions that matter.
The answers provide immediate feedback on our efforts and our interaction with the children. Are we doing the right things? We can see it directly: well-being and involvement are our indicators, both for each individual child and for the group.
Every day, we promote children's well-being and involvement through four pillars:

- We raise children together
- In a rich and challenging environment
- With room for initiative
- Always in dialogue

Skar
Voor kinderen.





This location-specific pedagogical work plan explains how we put the four pillars into practice. The pedagogical policy of Wij zijn JONG provides more information about the vision behind them.

Would you like to read our complete pedagogical policy? Please visit our website.

Useful information: from daily routines to base groups.

This chapter describes the location, the base groups and the deployment of trainee professionals.

Distinctive character of our location

Children at BSO Rivers have different nationalities and backgrounds and often speak another language. Most children attend Rivers International School Arnhem. Some children attend school elsewhere, including Dutch schools in the surrounding area, and come to our location specifically for the English-language environment. Dutch is the main language, but in certain work situations a pedagogical professional may use another language in the child's interest, to safeguard social-emotional security and continue meeting the child's developmental needs.

Our pedagogical vision provides sufficient guidance for treating all children in our care respectfully and inclusively. By looking at children's well-being and involvement, we gain immediate insight into what each child needs. Our pedagogical vision therefore also suits children who are still learning Dutch and becoming acquainted with the generally accepted values and norms of Dutch society.

Our pedagogical work plan explains how we adapt our approach to these children's specific needs. Several headings printed in orange address this in more detail.

Skar
Voor kinderen.





Our location

BSO Rivers is open throughout the year, except on Dutch national public holidays. During school weeks, children attend from 14:30 to 18:30, and on Wednesdays from 12:00 to 18:30.

Because major renovation work at Toverburcht starts on 13 July 2026, children from the Heksenhuijs and Bezemstelen groups at the Toverburcht location will temporarily attend Rivers from Tuesday 25 August 2026. Rivers will serve as the replacement location until around mid-April 2027. All affected parents and children have been informed in recent months, and they have had an opportunity to visit Rivers. After school on Monday, Tuesday and Thursday afternoons, the children will be transported to Rivers by coach. Two regular professionals will travel with them, and two regular professionals will also work at Rivers.

The out-of-school care provision consists of two base groups:

- Kingfishers: a mixed-age group for children aged 4–13, open Monday to Friday afternoons
- Dragonfly: a mixed-age group for children aged 4–8, open on Monday, Tuesday and Thursday

The rooms are shared with the preschool groups:

- Kingfishers share the room with Vlinders, which uses the room in the mornings for 43 weeks of the year.
- Dragonfly shares the room with the Firefly preschool group, which is open in the mornings for 40 weeks of the year.

On a school day, our daily routine is as follows:

On Monday, Tuesday, Thursday and Friday:

- 14:15: a staff member starts preparation time.
- 14:30: children from Rivers arrive from school; we have drinks and a cracker or bread.
- Free play
- 14:30–15:00: two pedagogical professionals go to Schatgraaf and Arabesk schools, which finish at 14:45, to meet the children and escort them to the coach that takes them to Rivers.
- Around 15:10, the second group arrives with the pedagogical professionals and has food and drinks in its base group.
- Free play
- Activities offered by pedagogical professionals
- 16:15: fruit snack

Skar
Voor kinderen.





- Outdoor play
- Around 17:00, the first children are collected.

On Wednesday:

- 12:00: hot lunch
- Free play
- Activity offered by a pedagogical professional.
- 14:30: cracker snack
- Free play
- 16:15: fruit snack
- Outdoor play
- Around 17:00, the first children are collected.

During school holidays and on staff training days, childcare is provided at another location in the Schuytgraaf district: BSO De Toverburcht, Meikers 3. Sufficient space is also available there during the holidays.
Because the number of children attending the Rivers location during school holidays is low, we have chosen to combine the groups. In addition, because of the morning groups at Rivers, there is insufficient space to provide full-day childcare during some holidays.

Because the Toverburcht group will temporarily be accommodated at Rivers on Mondays, Tuesdays and Thursdays, the children will attend the Toverburcht location during school holidays and on staff training days at Arabesk and Schatgraaf. This is possible because attendance is lower at those times than during regular school weeks.
If any unforeseen issues arise during the renovation at Toverburcht, we can move to another location in the Schuytgraaf district. BSO De Wereld also has sufficient rooms available. Naturally, parents will be informed in good time if this becomes necessary.

Children's pedagogical safety is closely monitored. Wherever possible, BSO Rivers staff are included in the Toverburcht rota whenever children from Rivers are present there. During school holidays and on staff training days, children are welcome from 07:30 to 18:30.

Base groups

At our location, children are cared for in base groups. We work with fixed groups of children and a regular team of pedagogical professionals. The base groups have fixed starting moments and familiar rituals. Regardless of the composition of the base groups and the allocation of pedagogical professionals across them, every child has access to a challenging environment with a diverse range of materials, play areas and playmates. We pay attention to children's developmental and support needs, and children can approach any of the pedagogical professionals present.

Skar
Voor kinderen.





At our location, we have the following base groups:

Group name	Age range of base group	Maximum base group size	Staffing
Kingfishers	4–12	22	2
Dragonfly	4–8	22	2

During the introductory meeting, we explain to the parents and the child which groups we work with and which group the child will join. We also explain the age range of the group.

By composing our base groups in this way, we make childcare available to as many children as possible. We ensure a balanced allocation of pedagogical professionals across the different base groups, taking account of the children's developmental and support needs and the stability of the childcare provision. We also consider the pedagogical professionals' affinities, talents, and expertise. If practice shows that the number of professionals per group needs to be adjusted in light of the above, the team will discuss this and seek an appropriate solution.

In our base groups, we care for children of different ages.
This promotes children's social skills:

- Because children have different developmental needs, younger and older children learn to take each other's needs into account.
- Younger and older children learn from and with one another and care for each other.
- Older children act as role models for younger children.
- Younger children learn from older children, while older children can share their knowledge and skills, creating a dynamic and stimulating learning environment.
- Compared with younger children, older children are more independent in certain areas and are given greater autonomy; this awareness often has a positive effect on older children's well-being.
- Older children can develop guidance and leadership skills.
- Brothers and sisters can support one another, and so on.
- We respond to children's specific developmental needs by offering age-appropriate and cross-group play opportunities and activities in different areas of the out-of-school care setting. We provide a clear age-based activity programme, both indoors and outdoors, designated areas specifically arranged for the youngest and oldest children, and shared themed areas for all ages that reflect the interests and developmental needs of both younger and older children, such as an art studio, kitchen and reading corner.

If children unexpectedly cannot be cared for in their own base group, they will be cared for in a second base group. Arrangements for this are agreed with the parents for each child and recorded in writing.

Like all Wij zijn JONG locations, we use the Dutch government's professional-to-child ratio calculation tool. This enables us to calculate the minimum number of pedagogical professionals who must be present at a location.



Skar
Voor kinderen.



Our usual staff shifts and break times on school days are as follows:

Shifts	Break window	Break duration per professional
14:15–18:30		
14:30–17:30		
14:30–18:00		
14:30–18:30		
11:45–18:30	13:00–15:00	30 minutes

Our usual staff shifts and break times during school holidays and primary-school staff training days are as follows:

Shifts	Break window	Break duration per professional
07:30–17:00	13:00–15:15	30 to 45 minutes
08:00–17:30	13:00–15:15	30 to 45 minutes
08:30–18:00	13:00–15:15	30 to 45 minutes
09:00–18:30	13:00–15:15	30 to 45 minutes

We may deviate from the professional-to-child ratio in the following situations:

After the regular school day and during free afternoons at primary school, we deviate from the professional-to-child ratio for no more than half an hour per day. When our out-of-school care is open for ten hours or more, we deviate for no more than three hours per day. During these periods, at least half of the required number of pedagogical professionals are deployed. Our base rota clearly shows how pedagogical professionals are deployed for each group separately.

The most common times when we deviate from the professional-to-child ratio are when opening and closing the group and during the pedagogical professionals' break times. At these times, children can play freely in our rich and challenging environment and/or take part in shared activities. This gives pedagogical professionals the opportunity to observe children and engage with their play or activity. In this way, even with fewer pedagogical professionals in the group, they can continue to meet the children's needs.

Children leave the base group for the following play activities:

A child's own base group provides a secure base. From this sense of safety and trust, children want to expand their world and discover what happens beyond the familiar door. By occasionally leaving the base group, children have more space to explore or play with other children.
Children leave the base group for the following play activities:

- During school weeks, children attend clubs within the school. Most children go directly from their classroom to the club and arrive at the out-of-school care later. The youngest children are escorted there and back. Parents enrol their children in these clubs themselves.
- During the holidays, BSO Rivers combines with BSO Toverburcht. Wherever possible, Rivers pedagogical professionals are included in the BSO Toverburcht rota. When children from Rivers

Skar
Voor kinderen.





are scheduled to attend, these professionals work in the groups where Rivers children are present.
- Children leave the base group for an outing away from the location or when, after the base-group moment, they take part in activities in other group rooms at the location.
- When needed, children also leave the base group to go to the gym for activities.
- When children play outdoors, they also leave the base group. The outdoor play area is adjacent to the base-group room. They may also play on the school playground, which is farther away from the base group, under the supervision of a pedagogical professional. Children aged eight and over who have written permission may also play on the school playground without supervision.
- Children leave the base group when visiting another location in the Schuytgraaf district.
- Children may leave the base group on staff training days when groups are combined with the Toverburcht location.

When carrying out these activities, we comply with the health and safety policy.

During holidays or school-free days, children spend longer days with us. We then follow a different daily rhythm, alternating between free play and inviting activities.
Our daily routine during a holiday or school-free day is as follows:

Our daily routine during the holidays:

- Children are welcome from 07:30 to 18:30.
- There is free play on arrival.
- At around 10:00, everyone gathers at the table for something to eat and drink. The day's programme is discussed at this time.
- An activity takes place at or away from the location; details are listed on the holiday flyer in the parent portal and displayed in the group room.
- At 12:00, lunch consists of bread, water, milk, and toppings.
- Outdoor play.
- An activity takes place at or away from the location. A plan and/or checklist records who does what and what needs to be taken along. This is arranged through Toverburcht.
- 14:30: cracker snack.
- Free play.
- At around 16:00, fruit is served.
- The day then winds down calmly: all materials used are tidied away and quieter activities are introduced.
- The first children are collected at around 17:00.

During the summer holidays and on staff training days, BSO Rivers combines with BSO Toverburcht at the Toverburcht location, Meikers 3, Arnhem.
An activity flyer is produced for each holiday period, offering a variety of activities. The programme



Skar
Voor kinderen.



includes creative and active activities, art, culture, and sport. Rivers staff translate the holiday flyer into English.
The children's ages are taken into account so that they are cared for in the appropriate base group. If children would like to play with a younger or older friend, brother, or sister, this is possible. We ensure a pleasant start to the day and inform parents at collection time about how the day went. New children are shown around by staff and/or a familiar friend from BSO Rivers.

For children, attending childcare at another location can offer a pleasant change and an enriching experience. At the same time, children may find going to another location a little daunting. We devote time and attention to this by:

- Wherever possible, arranging for a familiar professional to accompany the children to the other location; this professional is included in the rota of the other location, Toverburcht.
- Involving the children in the preparations, for example by discussing together which activities are planned for the holiday period.
- Discussing with the children whether they already know children at the other location from previous holidays, school, or the neighbourhood.
- Showing the children around the new location or asking children from that location to give them a tour.
- Organising introductory activities so that children who do not yet know one another can get acquainted.
- When working in small groups, ensuring that each group includes both familiar and unfamiliar children.
- Ensuring that the arrangements used at both locations are aligned, so children know what to expect and what is expected of them.
- Pairing children with a friend who helps them find their way around the location.

On a school-free day, the daily routine is as follows:

- Children are welcome from 07:30.
- There is free play on arrival.
- At around 10:00, everyone gathers at the table for something to eat and drink. The day's programme is discussed at this time.
- Activity/outdoor play.
- At around 12:00, a hot lunch is served, adapted to the children's preferences and different cultural backgrounds.
- Outdoor play/indoor activities.
- At around 14:30, crackers are served.
- The children may then play freely.
- At around 16:15, fruit is served.
- The day then winds down calmly.
- The first children are collected at around 17:00.

Skar
Voor kinderen.





A schedule shows on which days the children will attend another location. This schedule and the programme details are shared with parents in good time. Pedagogical professionals accompanying the children from another location are informed in advance about the key points of the relevant location's policies before the combined childcare arrangement begins. The pedagogical work plan and the health and safety work plan are available at the location for immediate consultation.

Trainee professionals and interns

In addition to our professionals, trainee professionals (BBL students) and interns regularly work at our location. We follow Wij zijn JONG's policy for BBL students and interns.

Trainee professionals and interns

One or more BBL students and interns training to become pedagogical professionals are regularly present at our location. They gain experience in the daily care of children and in guiding children both in groups and individually. They develop skills in devising and creating activities and in establishing a familiar environment in which children can develop optimally. All of this takes place under the responsibility of a workplace supervisor: an experienced pedagogical professional with expertise in supervising and coaching interns and BBL employees.

As the training progresses, the BBL student or intern becomes increasingly independent. The focus is on enabling the BBL student or intern to competently carry out the most common duties within the daily programme. The workplace supervisor plays a central role in this and is supported by the practical training supervisor. Together, they ensure appropriate guidance through supervision meetings, progress meetings with the training provider and practical support in the workplace. Supervision sessions take place before or after group time and are scheduled in good time by the internship coordinator.

Professionals with alternative qualifications

At our location, we do not employ professionals with alternative qualifications.



Skar
Voor kinderen.



We raise children together.

Putting the pillar 'We raise children together' into practice has three components: contact with parents, our group management, and cooperation with other organisations such as primary schools. Together, we support the children so that they can develop their abilities and talents to the fullest.

We raise children together – with parents

In this section: getting acquainted and settling in, the mentor, keeping each other informed, and working together for children's development.

Getting acquainted and settling in

During the initial period, we lay the foundation for a relationship of trust between the parents, the child, and the pedagogical professionals. Some children find new situations or a new environment more difficult than others. We therefore pay conscious attention to settling in. The sooner a child feels safe with us (well-being), the sooner they can become engaged in play. During the introductory meeting, we work with the parents to find a settling-in approach that feels comfortable for their child. During the settling-in period, we jointly monitor the child's well-being and evaluate how the child is doing, so that we can make adjustments if necessary.

Below you can read how we help children settle into the new group:

- We take time for an intake meeting and introduction with parents and children. Using a checklist, we review practical matters relating to the location, discuss and record relevant information about the child, and obtain signatures on the required consent forms.
- Our settling-in policy applies to children who are new to our location. Once parents have registered their child or children and signed the contract, we begin the settling-in procedure. We agree internally who will be the mentor. The mentor contacts the parents to arrange an intake meeting and, where appropriate, schedule settling-in days.
- Where possible, settling-in days take place on the days the child will normally attend, so that the child follows and becomes familiar with the group's daily routine.
- The settling-in time is agreed with the parents, for example the out-of-school care start time.

Skar
Voor kinderen.





The mentor

Every child is assigned a mentor. This is one of the pedagogical professionals from the child's group. The mentor personally informs the parents during the intake meeting.

The mentor is the first point of contact for parents and also conducts the intake meeting. During this meeting, the mentor explains to the child and parents what her role involves. First and foremost, the mentor monitors the child's development. She pays attention to the child's well-being and involvement and invites the parents to discuss these. She also aims to ensure a smooth transition between home, childcare, and primary education. If the mentor is absent for an extended period, we arrange a replacement. The new mentor informs the parents. When assigning a mentor, we choose someone whose working hours sufficiently overlap with the child's attendance. We also consider how many children the pedagogical professional already mentors.

Keeping each other informed

We tell parents where they can find important information. We also let them know what their child does with us and how things are going. If parents would like a conversation or have a question, we are available for them. We inform parents, and parents inform us, because we value hearing how the child is doing at home. This information helps us respond more effectively to the child and their behaviour. During individual contact, we adapt carefully to the different parents who visit our location. We also regularly contact all parents at the same time when we want to share information.

Drop-off and collection.

Drop-off and collection provide an informal opportunity to talk with parents and exchange information about the child's development. Children also have the opportunity to share, on their own initiative, how they experienced the afternoon. During these exchanges, we respect privacy: if other parents or children are nearby, we do not discuss private matters concerning the child or the parents.

Conversation with the mentor
If the parents or the mentor would like a personal conversation, we are happy to arrange an appointment.

Working together for children's development

We raise children together with parents. We build on the home situation with a shared goal: enriching children's development.

This is how we work together and connect with the home situation:

- We involve parents in themes, projects, activities and play prompts.

Skar
Voor kinderen.





- We provide parents with an update at collection time and make sure that we regularly see and speak with everyone.
- We invite parents to join us in celebrating a birthday or another special occasion.
- We show parents photos and videos.
- We show parents the children's creations and treasures.
- We write newsletters about topics such as themes and changes.

We raise children together – through group management.

In this section: differentiated practice, teamwork, monitoring children together, moving to the next group, identifying concerns, evaluating, and safeguarding pedagogical policy and practice, and pedagogical quality—our focus for the coming year.

Differentiated practice

Differentiated practice means making distinctions and providing variation, because children differ in age, level, interests, and individuality. They also have something in common: they are all curious. They want to discover new things and take their next steps. By working in a differentiated way, we respond to these differences and to every child's curiosity. In practice, this means paying attention to all developmental areas, as well as each child's individuality and developmental level, and adapting our approach accordingly.

Attention to all developmental areas (see Appendix 1)

Through effective group management, we provide a varied programme in our daily work. This programme addresses all developmental areas. All developmental areas are interconnected and equally important. We understand how children develop and therefore know what variation is needed in our interactions with children, in the play and learning environment, and in activities and play prompts. This keeps involvement high.

Individuality and developmental level

By observing children carefully, we offer suitable variation and choice in our interactions with them, in the play and learning environment, and in activities and play prompts. For example, we distinguish between open and closed questions, practical and reflective questions, the number of choices within an activity, and the complexity of materials.



Skar
Voor kinderen.



Teamwork

Guiding a group of children requires teamwork. Who carries out which task, and how do we divide our attention among the children, indoors and outdoors? We consider this together. We regularly are available to be available for children's play: calmly observing their play or joining in. In this way, the pedagogical professionals look at children's well-being and involvement every day. Based on this, they divide their attention and tasks. They make agreements about this during team meetings. They also review how the allocation of tasks and roles has worked and how tasks and roles will be divided in the coming period.

Monitoring children together

By consciously observing what interests children—What do they play? How do they play? How do they communicate? What do they create, and how?—we get to know them better and monitor their development. If desired, the mentor discusses the child's development with the parents (see 'We raise children together – with parents').

This is how our location monitors children in out-of-school care:

Each year, a written observation is completed using the well-being observation system. Parents are invited to a meeting. Staff observe the children's daily activities and, where necessary, speak with parents during a handover moment.

Moving to the next group

When a child moves to another out-of-school care location or another group, we ensure a gradual transition. We arrange settling-in sessions, and the mentor carefully hands the child over to colleagues in the new group. If the new group has a different LRK registration number, the mentor asks the parents for permission to transfer the information using the 'exchange of information with chain partners' form. If the LRK registration number is the same, the parents only need to be informed and arrangements coordinated. The mentor then contacts the mentor of the new group. If desired, the former and new mentors arrange a personal meeting about the child, preferably with one of the parents present.

Identifying concerns

We observe and monitor children's development. We always discuss any concerns with the parents first. If we identify concerns, we follow the care structure described by Wij zijn JONG. Where necessary, we involve internal or external experts or refer parents to appropriate organisations. They can help clarify



Skar
Voor kinderen.



what is happening and advise on the next steps. Naturally, this always takes place in close consultation with the parents and with their consent. In short, we remain in careful contact with the parents and—with their consent—with external organisations and, where applicable, the primary school. The team evaluates the concern-identification process.

If we have questions about children's development and behaviour, we may—in consultation and coordination with the parents—seek advice from the following professionals or organisations:

Pedagogical coach, internal childcare support coordinator, KluppluZ care coordinator, KluppluZ outreach professional, gym, and movement professional, and the Centre for Youth and Family.

Evaluating and safeguarding pedagogical policy and practice

Together, we monitor children's **well-being and involvement** every day in relation to their development. Are the children feeling good, relaxed, and safe? If so, their well-being is strong. Do the children gain new experiences during play and activities? Are they absorbed and fascinated by the activity? Is the play or activity challenging? If so, their involvement is also high.

The *Pedagogical Compass*, Wij zijn JONG's pedagogical policy, explains in detail how **well-being and involvement** are our most important indicators for assessing children's development. The level of well-being and involvement challenges us to give continuous attention to pedagogical quality. In doing so, we continually examine the four pillars to improve our approach:

We raise children together – Can we improve our cooperation—with parents, with one another and with other organisations?

In a rich and challenging environment – How rich and challenging is our provision?

With room for initiative – Do we offer sufficient freedom of choice? Does the daily rhythm provide room for children's initiatives? Are our activities and play prompts appropriate and enriching?

Always in dialogue – Do we know what motivates and occupies children, and how to connect with their needs and world of experience?

Well-being and involvement show us how a child is doing and how strong our pedagogical quality is. We monitor and measure both annually so that we remain aware of what we can improve. The annual cycle through which we safeguard our pedagogical quality consists of the following phases:



Skar
Voor kinderen.



- Evaluate pedagogical practice.
- Use that evaluation to determine pedagogical goals.
- Work towards the pedagogical goals through actions that strengthen the four pillars, using team meetings, coaching and/or education and training.
- Assess the effect of our approach by looking at children's well-being and involvement.

We monitor and evaluate pedagogical practice and policy using the following tools: Each year, we evaluate our pedagogical practice using PIB (Pedagogical Practice in Focus). We continuously use the five-point scales for well-being and involvement to monitor the daily pedagogical process and adapt our pedagogical approach accordingly.

Skar
Voor kinderen.





Pedagogical quality—our focus for the coming year

In 2026, our location will focus on the pedagogical goals below. The goals may differ slightly by team or group:

- We will continue to focus on 'We raise children together,' particularly cooperation between colleagues and parental involvement. We are working on professional competence.
- Always in dialogue: We are building a new team in which effective group management is central, both within the team and in cooperation with the other groups.
  How do you communicate with parents, and how do you engage in dialogue with your colleagues?
- In connection with the temporary arrival of the Toverburcht group, attention will also be given to cooperation between the two groups and to arranging the play areas and play materials for the children.

We achieve these goals through education and training, coaching, and team meetings.

We raise children together—with other organisations.

In this section: continuity with education and cooperation with other organisations.

Working with schools

Below you can read which primary schools we work with and how we cooperate with them.

Primary school name	Cooperation
Rivers International School	• Participating in coffee mornings organised at the school • Providing articles for the Skar newsletter • Participating in Family Day • Presenting the Skar location at the introductory day before school starts, at the beginning of the school year



Skar
Voor kinderen.



	• Distributing childcare flyers • Holding a joint open day

Working with other organisations

Our location works with:

- KluppluZ
- Centre for Youth and Family
- Speech and language therapy
- Library
- Regional partnership
- Culture
- Sport





In a rich and challenging environment.

In this chapter: layout of the space, design of the activity areas and spaces, organised materials, and the outdoor area.

Different types of out-of-school care

Every out-of-school care setting is different. Some operate independently, while others share their space with a preschool group or a primary school. At every setting, pedagogical professionals think creatively about how best to create a rich and challenging environment. The main principles are set out in the following paragraphs.

The general layout of our out-of-school care setting is as follows:
The out-of-school care rooms are shared with the Vlinders and Firefly preschool groups. The rooms are arranged for both younger and older children. They contain high and low furniture and a variety of activity areas.

The rooms include a home corner, a craft table, a mat for free play with Lego, K'nex, Playmobil and blocks, a play shop, a painting board, a games cupboard, a craft cupboard, a bookcase, and a car mat.
In addition to the base-group rooms, children can play indoors in the small entrance area in front of the groups, in the corridor, in the chill-out room (formerly the office) and in the kitchen. Children can clearly see where play materials are stored. Some games are kept in the corridor and are accessible to the out-of-school care children. The corridor and coat racks are divided for everyone.

Children can play outdoors in a dedicated, enclosed out-of-school care area directly adjoining the group room. Through our cooperation with the school, we can also use several facilities in and around the building.

There is a fenced outdoor area and a school playground where activities take place under the supervision of a pedagogical professional, or which older children may use with permission.
The gym can sometimes be used, and children may play in the corridor.

Children who have written permission to play on the school playground inform the pedagogical professional. They write their name on the designated board so that it is clear they are playing outside the out-of-school care fences.



Skar
Voor kinderen.



Layout of the space

We aim for a pleasant, welcoming, and calm appearance: attractive without being overstimulating. Colours are used deliberately, and the wall decoration is appropriate for the children's ages. We also maintain clear sightlines and keep important walkways unobstructed. In this way, we create a place where children, parents and pedagogical professionals feel comfortable.

The rich and challenging environment includes activity areas and spaces designed for a particular type of play or activity. These spaces are defined using items such as cupboards, play screens, mats, or tape, promoting calm and concentration. There is room for quiet and more active play, individual play, and activities for small or large groups. In the layout, we aim to provide dedicated rooms, activity areas or spaces for functions such as visual creativity (studio), music, dance, drama (theatre), spatial awareness and technology, nature experiences, board games, media (computers and games), imaginative play and role play, movement, sport and games. This enables us to meet the needs associated with the children's ages. The toilets also provide an age-appropriate level of privacy and independence.

Design of the activity areas and spaces

We look for a variety of materials, sometimes together with the children. Every child can find something suited to their level and has sufficient choice. Children can work alongside or with one another, with enough materials available. Materials are regularly replenished and rotated. Each group also has materials and illustrations representing different cultures and roles. In addition, we provide safe real-life materials appropriate to the children's ages—such as a camera—and open-ended materials to which children can give their own meaning, such as boxes, branches, or empty milk cartons. Safe real-life and open-ended materials create additional opportunities for deeper play.

Organised materials

Materials are arranged clearly and labelled where necessary. This organisation helps us, but is also important for children's play and activities: they can find materials and put them away easily. A clear overview can also be useful for parents. Children sometimes keep things they have made for a while, for example so they can continue with them next time or display them. We aim to reserve a suitable place for this as well.

Outdoor area

We aim to provide an inviting outdoor play area. Outdoors, children have different opportunities for play and gain important experiences. The space is also visibly divided into zones. We aim for a safe, varied surface suited to the type of play—for example grass, paving, sand, or a surface with a small change in level. We also provide a variety of outdoor materials that are easy to find and put away. We want children to be able to spend time outdoors every day.



Skar
Voor kinderen.



With room for initiative.

In this chapter: free play and inviting activities, food and drink, and the transition from school to out-of-school care.

Free play and inviting activities

Time at the out-of-school care setting is organised into recognisable periods with fixed elements. At the same time, the daily rhythm is flexible: what the children do is not prescribed in detail. After school, they primarily have space for free play. In addition, we offer children a varied and appealing range of activities throughout the week. During free play and activities, we pay particular attention to children's own initiatives.

Food and drink

During out-of-school care, there are group moments when the children eat and drink together. We regard mealtimes as an important social activity and value a pleasant atmosphere and welcoming presentation. The pedagogical professionals introduce children to a varied range of flavours and textures. We believe it is important for children to be involved in the entire food-production process. We therefore encourage food-related activities, such as growing their own fruit and vegetables, cooking together and shopping together for the ingredients. Cooking together is a valuable way to become acquainted with different foods, cultures, and varied meals. Would you like to know more about our nutrition policy? It is available for inspection at our location.

The transition from school to out-of-school care

Every child experiences the transition from school to out-of-school care differently. Children arrive with different needs. One child may want some quiet time, while another may want to let off steam. Pedagogical professionals are attentive to these differences and know when to give a child space and when to invite them to play.

There are also transition moments during the afternoon, for example between free play and a planned activity. Because transitions can involve many stimuli, we ensure that these moments run smoothly. We have shared agreements and sometimes use rituals. Pedagogical professionals coordinate transitions carefully with one another.

Skar
Voor kinderen.





Always in dialogue.

Being in dialogue means having reciprocal contact. In daily practice, this means interaction between pedagogical professionals and children, and among children and adults. The pedagogical sciences distinguish six interaction skills. Our pedagogical professionals use these skills every day so that children feel safe and at ease with us.

The six interaction skills:

- Sensitive responsiveness
- Respect for autonomy
- Providing structure and guidance
- Talking and explaining
- Stimulating development
- Guiding interactions between children

Sensitive responsiveness

Sensitive responsiveness means responding to what children want, think, and feel by noticing verbal and non-verbal signals and tuning in to the child. It involves providing security, building a trusting relationship, and helping children feel that they belong in a positive group atmosphere. Examples include listening, a reassuring touch, eye contact, a wink, showing interest and being curious about the child. Sensitive responsiveness also involves encouragement and affirmation: giving children the opportunity to discover new things. Examples include showing interest, being involved in what the child is doing, offering support during difficult moments, and sharing the child's enthusiasm.

Respect for autonomy

Respect for autonomy means giving children the space to do independently what they are able to do independently. It also means allowing children to follow their own interests and make choices, experiment for themselves and make discoveries. As pedagogical professionals, we encourage ideas and initiatives, involve children in establishing rules and agreements, and have realistic expectations. Children sense when they are taken seriously. This helps them develop self-esteem and feel involved in the group, play, and activities.



Skar
Voor kinderen.



Providing structure and guidance

By providing structure, we organise the world around children. All children need this. Structure gives them the support they need to act independently. Examples include a clearly organised play and learning environment, an understandable daily routine, a limited number of consistent and clear rules that are explained to children, and predictable and clear behaviour by pedagogical professionals. Providing structure and guidance may seem to be the opposite of respecting autonomy, but the two complement each other when they are balanced. That balance differs for every age group and every child.

Children are developing rapidly. At a young age, they are still discovering the effects of their behaviour, what does and does not work, and what is socially accepted. Pedagogical professionals play a crucial role during this important phase. We guide children in their growth and help them understand how to relate to themselves, others, and their environment.

It is essential for children to feel accepted as they are—with all their emotions, thoughts, and behaviours. This also applies when they are angry, display energetic behaviour or withdraw. We approach every child with the conviction that there is always a purpose behind their behaviour. Even when the behaviour may not initially appear effective or desirable, we try to understand what the child is communicating to us.

Undesired behaviour can have many causes. Sometimes a child simply does not know that something is not allowed. In other cases, the child may be unsettled by an event, need more challenge or have a spirited temperament. The behaviour may also be appropriate to a particular developmental phase. In that case, we view it as a necessary step in the process through which the child learns to engage with generally accepted values and norms.

To guide children carefully and consistently, we have recorded agreements in the protocol '*Boundary-crossing behaviour by children.*' This protocol describes how we as a team respond to behaviour that crosses another person's or the child's own boundaries, and how we help children learn from it. The protocol is available for inspection at our location and is accessible to everyone.

Talking and explaining

This interaction skill concerns how we connect with children's age, developmental level, and needs. We explain things at a calm pace and in a logical sequence so that children can understand the explanation clearly.

Talking and explaining also involves consulting children: at out-of-school care, they can already help make many decisions. We have all kinds of conversations with them. Young children come to us with



Skar
Voor kinderen.



their 'why' questions, factual questions or philosophical questions. We enjoy the exchange and searching for answers together. Six-year-olds already have plenty to say and express their opinions. Older children can concentrate on a topic increasingly well. They also often follow the rules of conversation effectively, for example by taking turns, listening, speaking and staying focused.

Our interactions are based on enjoyment, attention, genuine interest, understanding, respect and clarity. We create a positive communicative atmosphere through regular turn-taking, both one-to-one and in group situations. Sometimes we extend conversations to stimulate children's thinking. In group situations, we try to involve everyone in what is happening and ensure that all children have an opportunity to speak. Dutch is the main language, but in some work situations a pedagogical professional may use another language in the child's interest. Sometimes we use gestures, facial expressions or visual materials.

When talking and explaining, we adapt to children's age, developmental level and needs. We adjust our pace and structure our explanations logically so that children can understand them as well as possible. For the youngest children and children who speak another language, we use gestures, facial expressions, visual aids such as daily-routine cards, rituals such as a familiar song at a transition moment, and concrete materials. For older or multilingual children, we gradually use longer sentences and a wider range of words.

A child needs to feel safe and at ease in order to learn another language. The child also needs to discover that speaking another language can be enjoyable. It begins with making contact and building a relationship. For example, we respond to what we think the child means, play non-verbal question-and-answer games, or model pleasant conversations with other children. We provide space to practise. When children hear language, they actively begin to identify patterns and discover rules. Every child has their own approach. One child talks a great deal, while another listens more. One child looks for patterns in the language, while another first focuses on sounds. We guide children during play and everyday activities. In these situations, they pick up new words and learn to understand meanings. When speaking with children who are still learning Dutch, we always focus on what the child means—in other words, what they want to tell us. We do not correct their developing use of the language, but we respond using correct sentences. This allows the child to continue practising naturally while keeping the enjoyment of contact at the forefront.

We distinguish four phases once the child feels at ease and experiences speaking as enjoyable:

Familiarisation language, functional language, social language and learning language. Vocabulary develops throughout these phases. Effective verbal and non-verbal interaction is important in every phase, but children have different verbal and non-verbal needs in each phase.

First phase: familiarisation language: understanding Dutch begins to develop, but the child does not yet speak it. During the familiarisation phase, we provide appropriately targeted language input so that the child's understanding can grow. For example, we link language to movement, consistently use the same sentence when a familiar ritual begins, and focus mainly on the first basic words. The emphasis is on



Skar
Voor kinderen.



words the child needs to feel at ease quickly. During this phase, we do not deliberately encourage the child to speak Dutch yet.

Second phase: functional language: the child understands Dutch reasonably well and has started speaking it. Children can name everyday objects and express their own needs in simple terms. Appropriately targeted language input remains the most crucial element at this stage. Words continue to be linked to everyday situations wherever possible. We also encourage the child to speak some Dutch actively and help children feel more confident when initiating contact in Dutch.

Third phase: social language: the child already speaks Dutch reasonably well. They use short sentences and can describe events in the present and recent past. During this phase, we have brief conversations in which our language input enriches the child's use of language. In this and the next phase, children regularly initiate interactions in Dutch themselves. In developing vocabulary, we focus on the words needed to participate in the group.

Fourth phase: learning language: the child can talk about things that are not present at that moment, invent a story, describe connections, and put themselves in another person's thoughts or feelings. During this phase, children need their vocabulary to be broadened and deepened.

Stimulating development

We use the interaction skill 'Stimulating development' in many different situations and activities. At out-of-school care, children are spending their free time. We provide relaxed, varied and inviting childcare. They develop through music and drama, visual expression, books and films, technology and spatial awareness, nature, sport and movement, digital experiences and sometimes school homework. At out-of-school care, they gain experiences in every developmental area, suited to their own pace, interests and abilities. This happens in a relaxed way.

Children are naturally curious explorers and researchers, and we guide them on their journey of discovery. We know the children and are familiar with their interests and abilities. This enables us to identify opportunities for guidance in all kinds of play situations and activities. In each situation, we decide what to do: put children's intentions and plans into words or help carry them out, think together about new materials or new ideas for familiar play, ask open questions, seek solutions together, process experiences, involve children with one another, join in play, ask for examples, provide examples, give instructions, and much more. We also help children when they cannot yet do or dare something entirely on their own. In short, we stimulate development in every possible way.

Guiding interactions between children



Skar
Voor kinderen.



This interaction skill concludes the chapter. As pedagogical professionals, we guide interactions between children and the group process with understanding, respect, interest and clarity. Children learn a great deal from one another, complement one another and enjoy being together and belonging. We work to create a group atmosphere in which every child can be themselves and participate. We discuss a variety of topics and are curious about different ideas and opinions. We also create a sense of togetherness, for example by celebrating special occasions, carrying out rituals, cherishing group memories through photos and stories, and recognising and valuing friendships. We model positive behaviour ourselves. Wherever possible, we invite children to contribute ideas and make decisions. By regularly allowing children to work in small groups—for example during activities and meals—we give them the opportunity to get to know one another well.

Other pedagogical quality requirements.

In this chapter: additional aspects of the pedagogical policy, in accordance with the requirements of the Dutch Childcare Act.

Additional childcare

Parents can request additional childcare from us.

Children usually attend childcare on fixed days. This is important for group stability, children's sense of safety and familiarity, and therefore pedagogical quality. Sometimes parents may need additional childcare. Whether additional childcare can be granted depends on the available space in the group. Parents request additional childcare through the parent portal.

Multilingual out-of-school care

This is how we provide multilingual out-of-school care:

Dutch is the main language, but in many work situations a pedagogical professional may use English in the child's interest, to safeguard social-emotional security and continue meeting the child's developmental needs. Pedagogical professionals respond to the child's language preference.
All communication with parents is provided in both English and Dutch, including newsletters, telephone messages and messages through the parent portal.
Children are offered a hot lunch to take account of different cultures. The lunch is discussed with the children one week in advance. If children do not want the hot lunch, we offer bread or crackers.



Skar
Voor kinderen.



Deployment of the pedagogical policy specialist/coach

Under the Dutch Childcare Act, each location must have fifty hours per year available for pedagogical policy and ten hours per full-time equivalent for coaching. The pedagogical policy hours are used to develop and implement policy objectives (see 'Pedagogical quality—our focus for this year'). The coaching hours are used to coach pedagogical professionals in their work.

We have allocated the above hours as follows, with every employee—including flexible employees and substitute staff—receiving coaching at least once a year. The hours are determined on the reference date of 1 January.

Developing pedagogical policy objectives	50 hours by the manager 4 hours by the central policy specialist
Delivering employee coaching	50 hours by the pedagogical coach

Coaches allocate their hours across activities such as team meetings, child discussions, inspiration sessions, jointly formulating pedagogical goals, evaluating pedagogical goals and on-the-job coaching with teams. Coaches and managers work together to use these hours as efficiently as possible.



Skar
Voor kinderen.



Appendix 1.

Overview of the developmental areas

The developmental areas within our Pedagogical Compass
Eight developmental areas are central to our childcare provision. Children experience these areas as interconnected: each area can be distinguished individually, while at the same time being influenced by the others and, in turn, influencing them. This interaction supports rich and balanced development. Through the four pillars of the Pedagogical Compass, we enable children to experience the different developmental areas.

1. Social-emotional development

Children's emotional development begins with experiencing safety and well-being. From this foundation, they develop trust in themselves and in others. Self-confidence stimulates curiosity and the desire to discover and investigate. Trust in others enables children to rely on others when necessary and to receive comfort and encouragement. Social development begins with being together and playing together—from playing alongside one another, to playing with one another, and ultimately to genuinely cooperating in play. Children consult one another, give each other space by taking turns, and complement one another. They practise establishing shared rules, keeping agreements and resolving conflicts. During these interactions, they experience different emotions. How does it feel when something succeeds? What is it like to win? But also: how do you cope with disappointment or loss? What do you do when someone else is sad or angry? And how can you deal with that? From a foundation of trust, children develop resilience, learn to relate to themselves and others, and continue shaping their identity.

2. Motor development

Motor development concerns both gross and fine motor skills. It is the process through which children learn to coordinate and control their bodies, from large movements to small, precise actions. Gross motor skills develop from grabbing one's foot, rolling over, crawling, standing and walking, to rolling a ball, climbing, cycling, dancing, playing football, doing gymnastics and running. Fine motor skills focus on smaller, more precise movements. Children practise making brush strokes, moving a toy car, coupling train carriages, building with small materials, writing, whistling, completing puzzles and threading. They also practise fastening zips and buttons, tying shoelaces, tearing, cutting, folding and drawing.

3. Language development

Language development begins from the very start with hearing, looking, laughing and crying, and babbling. From this early communication, language develops into listening, speaking and having conversations. Children practise throughout the day and constantly learn new words. Language also involves rhyming, creating stories, composing poems, and skills such as reading, writing and understanding increasingly complex and abstract information.



Skar
Voor kinderen.



A distinction is often made between receptive and expressive language skills. Receptive language concerns understanding language: being able to follow dialogues, instructions, songs, stories, plays and films. Children learn to listen attentively and give meaning to what they hear or see.
Expressive language skills concern mastering language as a tool for expressing something a child experiences, feels or thinks. Children practise speaking for themselves, asking questions, giving opinions, telling stories and sharing information. They learn how language works, how sentences are constructed, and how to organise and communicate their thoughts.

4. Mathematical development

Mathematical development also begins through play. Children discover the mathematical world around them through their bodies and senses. They move from 'I can fit through there' to measuring height, width and depth; from considering one property at a time to considering several properties; from counting numbers in a random order—1, 2, 7, 5, 10—to calculating 4 × 12 = 48; from stacking three blocks to following a construction drawing until a castle is built; and from feeling the difference between soft, hard, wet, dry, light and heavy to distinguishing colours, shapes, textures, quantities and more.
Mathematics is multifaceted. It includes sorting and ordering (soft–hard, thick–thin, red–green, rough–smooth and so on), recognising and creating patterns (a bead necklace, a mosaic), playing with numbers, experiencing space and using it to build or draw, weighing, measuring and comparing. It also includes an awareness of time (days, weeks, seconds, fast–slow) and rhythm (melodic and rhythmic music).

5. Creative and expressive development

This development begins with the senses: perceiving flavours, sounds, music, images and movements, and feeling different kinds of materials. Children listen, observe and experience, and transform these impressions into their own forms of expression. In creative and expressive development, children discover how to represent or give sound to their feelings, thoughts, ideas and experiences. This area is highly varied and includes singing, music, movement or dance, drawing, painting, modelling with clay and graphic design. It also involves devising creative solutions, recognising new connections, assessing risks and viewing mistakes as learning opportunities. Children experiment with sounds, colours, rhythms, melodies, movements and ideas, and learn how to express something through colour, line, shape, texture and space.

6. Moral development

This development begins with feeling that you belong and that you are loved and valued for who you are. From this sense of safety and connectedness, children develop an understanding of right and wrong and learn to think about what is and is not permitted—and why. They discover that their behaviour affects others. They learn to recognise and respect differences between people: if I may be who I am, you may be who you are. Step by step, they develop the ability to put themselves in other people's positions and understand their feelings, thoughts and situations. Children learn to show empathy and to experience and offer connection. They come to understand social rules and norms such as honesty, fairness, responsibility and caring for one another. They practise making moral choices, resolving conflicts and taking others into account. They discover that democratic coexistence requires mutual respect and cooperation. In doing so, children develop



Skar
Voor kinderen.



ideas about how they view the world and other people, who they identify with and what it means to be a 'good' person.

7. Cognitive development

This development begins with doing, experiencing and discovering. Children learn by acting independently and together with others, investigating and devising solutions using everything they encounter in their environment. For babies, this begins randomly. As children gain knowledge and experience, their actions become more purposeful and ultimately results-oriented. Young children initially experience new knowledge and skills mainly from their own perspective. As children grow older, the ways in which they develop and learn expand. Their increasing capacity for thought means that they no longer need to discover everything by doing it themselves. Over the years, their thinking becomes increasingly logical and they make more connections. Children search more purposefully for particular knowledge and skills and become increasingly able to view matters from different perspectives.
They develop an increasing amount of concrete knowledge about people, animals, nature and technology, and gradually progress towards understanding abstract concepts and philosophical questions. They become familiar with the physical world—from a grain of sand to a galaxy—and learn how objects behave in different situations. For example: what happens when water is poured onto paper, or how a ball will roll depending on the surface and the force applied. Children also learn to predict the effects of their actions. They discover how things work, how they can make or change something, and how they can use information to gain new insights. Technology and digitalisation also play an increasingly important role in this development. Children become familiar with technical and digital tools and applications.

8. Self-regulation and initiative

This development also begins with the random exploration of the environment. Children try things out, discover and experience. Gradually, they learn to make conscious choices in their play and activities: they know what they want, take initiative and take steps to achieve their goals. They develop willpower and learn to set goals, make choices and act purposefully. They devise action scenarios, can step back from a situation and reflect on their experiences. In this way, they learn from what went well and from what could be improved. Children learn to deal with difficulties and obstacles. They develop perseverance, flexibility and the ability to solve problems. They discover that making mistakes is part of learning and that creativity and perseverance can lead to new solutions.

Appendix 2.

Activity domains

Within Wij zijn JONG, we work with different domains to ensure a varied and diverse range of activities. Children develop in many areas. By using different domains, we can offer activities that engage all developmental areas. This enables us to stimulate children's development as effectively as possible. We do this together, in a rich and challenging environment, with room for initiative and always in dialogue.



Skar
Voor kinderen.



Activities also increase children's involvement and well-being. To organise a varied range of choices for children, we use six domains.

Experience

Outdoor play gives children an opportunity to explore their surroundings and experience adventures. Children can test their physical limits, express themselves, build self-confidence and play in nature. Outdoors, they have more space and freedom for larger movements such as running, jumping and throwing. These physical activities support children's health, fitness and physical development.

Move

Sufficient physical activity is essential for a healthy life. For young children, enjoyment of movement is the most important thing. We aim to make movement as accessible as possible within our daily programme. Regular physical activity is important for children's health and healthy development.

Connect

Who are you? What can I learn from you? We encourage children to meet others, connect with them and join forces, both within and beyond their own group. By meeting other people and celebrating together, children gain a clearer understanding of who they are and their place in the world. This helps them make the choices that life brings with confidence in the future.

Click

Digital development is advancing rapidly, and media are encountered everywhere. By playing digital games together, children develop their social and communication skills. They learn to cooperate, think critically and solve problems.

Skar
Voor kinderen.





Experiment
Through play, children discover their technical skills. We stimulate and encourage their investigative and design-oriented approach. This helps children think creatively and innovate, devise new solutions, recognise opportunities and develop original ideas.

Create
Art, theatre and music are creative expressions of experiences, emotions and other qualities. Through this domain, we introduce children to these different disciplines. This contributes to the development of children's creativity and expressive abilities.

Appendix 3.

Overview of pedagogical work plan forms

The completed forms in this appendix form an integral part of this pedagogical work plan.

- Overview form for trainee professionals, interns and volunteers
- Consent form for childcare in a second base group in out-of-school care
- Mentorship form (or digitally via Konnect)
- Form describing the roles of the pedagogical policy adviser, policy officer and pedagogical coach
- Annual coaching and training overview form
- Parent Committee consultation request form for the pedagogical work plan
- Annual calendar for P&K locations

Skar
Voor kinderen.





Appendix 4.

Glossary

BSO
Out-of-school care, including both before-school and after-school care.

LRK number
The unique registration number for each childcare location. This number is recorded in the National Childcare Register.

Professional-to-child ratio (BKR)
The ratio between the number of professionals and the number of children at the location.

Skar
Voor kinderen.





Appendix 5.

References

Boonstra, M. & IJ. Jepma (2016). *Learning Along the Way: Working Together on Pedagogical Quality in Childcare*. Springer Media B.V.

Fukkink, R., ed. (2017). *Pedagogical Curriculum for Young Children in Childcare*. BKK. Bohn Stafleu van Loghum, Houten.

GGD GHOR Nederland & Netherlands Youth Institute (NJi). *Field Instrument for Observing Pedagogical Practice in Childcare Centres and Preschools, December 2014*. Utrecht.

Hoex, J. (2010). *A Solid Foundation for Positive Youth Policy*. Netherlands Youth Institute.

ISSA, VBJK, Mutant (2016). *European Quality Framework (*Dutch summary)* – European Quality Framework ECEC/EQF.

Keulen, van, A., Leseman, P., Wanningen, K. & Kool, C. (2015). *Quality Framework for Early Childhood Education*. Nuvoorlater.nl

Keulen, A. van & E. Singer (2012). *Different Together: Pedagogical Framework for Diversity in Childcare Centres for Ages 0–13*. Reed Business, Amsterdam.

Laevers, F., Silkens, K. & Declercq, B. (2020). *Experience-Based Practice in Early Childhood Childcare*. Lannoo.

Laevers, F., Buyse, E., Daems, M. & Declercq, B. (2016). *Well-Being and Involvement as Benchmarks for Quality in Childcare* (BKK childcare knowledge dossier). Utrecht: BKK.

National Pedagogues Platform for Childcare Centres (2017). *Building Blocks for a Pedagogical Quality Framework for Childcare*.

Leseman, P., Veen, A., eds. (2016). *Children's Development and Its Relationship with the Quality of Preschool Settings: Results from the pre-COOL Cohort Study*. Kohnstamm Institute.

Netherlands Consortium for Childcare Research (2009). *The NCKO Quality Monitor*. SWP.

Netherlands Consortium for Childcare Research (2012). *The Out-of-School Care Quality Monitor*. SWP, Amsterdam.

Riksen-Walraven, M. (2000). *Time for Quality in Childcare*. Vossiuspers AUP, Amsterdam.

Schreuder, L., M. Boogaard, R. Fukkink & J. Hoex (2011). *Pedagogical Framework for Childcare Centres for Ages 4–13*. Reed Business, Amsterdam.

Singer, E. & De Haan, D. (2021). *Playful, Caring and Professional*. SWP.

Skar
Voor kinderen.





Singer, E. & L. Kleerekoper (2009). *Pedagogical Framework for Childcare Centres for Ages 0–4*. Elsevier Gezondheidszorg, Maarssen.

Singer, E., Van Keulen, A., Saiz, A. B. & Roetman, A. (2012). *Different Together*. Reed Business Education.

Strik, A. & Schoemaker, J. (2018). *Interaction Skills: A Child-Centred Approach*. Bohn Stafleu van Loghum, Houten.

Skar
Voor kinderen.

