

Spotlight on location.

Pedagogic work plan for our location for daycare

2026

Rivers

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Content:

Spotlight on location.

Introduction.

- Pedagogic Compass in brief
- Preschool education - Voorschoolse educatie (VE)

Useful information: from daily routine to core groups.

- Individuality of our location
- Our location
- Core groups
- Familiar faces
- Trainee professionals and interns

Raising children together.

With parents

- Introduction and settling in
- The mentor
- Open access play
- Keeping each other informed
- Working together for the development of children

By group management

- Differentiated working
- Reasoned working
- Teamwork
- Monitoring children together
- To the next group or primary school
- Observing unusual situations
- Evaluating and safeguarding the pedagogic policy and practice
- Pedagogic quality - our focus for the year ahead

With other organisations

- A continuous educational pathway
- Working with other organisations

In a rich and challenging environment.

- Layout of the space
- Look and design of the corners and spaces
- Organised resources
- Outdoor space
- Clarity for every child

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With room for initiative.

- A defined yet flexible daily routine
- Daily routine transitions
- Key parts of the daily routine
- An understandable daily schedule for every child

Always in dialogue.

- Sensitive responsiveness
- Respect for autonomy
- Supervision and structure
- Talking and explaining
- Encouraging development
- Guiding mutual interactions

Other pedagogic quality requirements.

- Buying additional childcare
- Use of pedagogic policy officer/coach
- Preschool Education Training Plan and Coaching Plan
- Distributing 960 Preschool Education Hours Over the Period from 2½ to 4 Years of Age
- Our Preschool Education (VE) programme
- Special Features of our location and municipal requirements
- Multilingualism

Appendix 1. The areas of development at a glance
Appendix 2. Overview of pedagogical work plan forms
Appendix 3. List of Terms
Appendix 4. Literature Used

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Spotlight on location.

Pedagogic work plan for our location for daycare and preschool education (VE).

Location name: Rivers

Location address: Parnassustraat 20, 6846 RB Arnhem

At this location, the manager is: Saskia Toonen-Feenstra
They are supervised by: Anneliek Schoenberger-Lamers

Where this pedagogic work plan states 'parents', please read parent(s)/caregiver(s). We have used gender-neutral pronouns, please read 'he' or 'she' as appropriate.

Introduction.

This pedagogic work plan is for anyone who is curious about our location, from parents and caregivers to staff from the GGD (Municipal Health Service). For our own pedagogic professionals, it is reference material. The pedagogic work plan describes the setting and atmosphere at our location as well as how we meet the legal pedagogic quality requirements.

The pedagogic work plan *Spotlight on location* is an extension of the *Pedagogic Compass*, the Wij zijn JONG pedagogic policy.

Pedagogic Compass in brief
Children are explorers, researchers, artists, acrobats, scientists and craftworkers - every talent is potentially there. And every child is unique. Born with their own nature, character, and talents. It is up to us to see them, to have every child in our view. We want to offer all children many different experiences that will allow them to keep taking the next step on their developmental path. Every single day.

We get to know the children by watching them closely and listening to them carefully. Does the child feel well (wellbeing)? Is their engagement high? These are questions that matter.

The answers provide us with immediate feedback regarding our involvement and interaction with the children. Are we doing the right things? We can see it straight away: wellbeing and engagement are the benchmarks. Both for an individual child and for the group.

We use four pillars to encourage the children's wellbeing and engagement every day:



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

The pedagogic work plan for this location explains how we put the four pillars in practice. Read more about the underlying vision in the Wij zijn JONG pedagogic policy.

Are you curious about our full pedagogic policy? Please see our website for more details.

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Useful information: from daily routine to core groups.

In this chapter: a description of the location, the core groups, and the use of interns.

Individuality of our location

Our location is situated at Rivers International School.

We offer childcare in two groups:

- Preschool; Firefly; we offer morning spaces to children of both expat and Dutch parents
- Playgroup; Vlinders: we offer morning spaces for children with a VE provision

Our location

Our description of the location refers to the following group: Firefly
The Firefly group can accommodate a maximum of 16 children, from 08:30 until 12:15 during 40 weeks of the year.
This group offers multilingual childcare. In this provision, we use the Pedagogic Compass as our specific vision for child development. Every child develops in a safe and healthy environment. Our provision focuses on all areas of development combined. Together with other children and the pedagogic professionals, children can discover and explore in a rich and challenging play environment. They can act, think and process information as individuals, in their own way and at their own pace. We offer this through the four pillars of the Compass that are reflected in our (activities) provision.
Additional information about how multilingual childcare is structured at Firefly is available in the chapter 'Other pedagogic quality requirements'.

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Our description of the location refers to the following group: Vlinders

Playgroup: The Vlinder group can accommodate a maximum of 16 children, from 08:30 until 12:15 during 43 weeks of the year. During the May holidays, Vlinders opens for one week. The Vlinders group is also open during the first week and the last week of the summer holidays.

Preschool education (VE)

At our location, we offer preschool education (VE) in the Vlinders group. For us, the Pedagogic Compass is the specific vision for VE education here, because our vision of how children develop is the same for children with a VE referral as it is for all children. Every child develops in a safe and healthy environment. Our provision focuses on all areas of development combined. Together with other children and the pedagogic professionals, children can discover and explore in a rich and challenging play environment. They can act, think and process information as individuals, in their own way and at their own pace. We offer this through the four pillars of the Compass that are reflected in our (activities) provision.

This pedagogic work plan also describes how we meet the VE requirements. Information related to the above is printed in the same colour as this paragraph.

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Core groups.

We run the following core groups at our locations.

Group name	Age of children	Maximum number of children	Staffing
Firefly	2-4 years	16	2 staff members
Vlinders	2-4 years	16	2 staff members

During the introductory meeting, we tell parents which groups we work with. We talk about the age group and size of each group. We also tell parents which pedagogic professionals belong to which group, when they work, and how we replace permanent pedagogic professionals in the event of sickness and holidays. The location displays information about who works on which day.

At our location, we work with fixed groups of children and a permanent team of pedagogic professionals. The core groups all have fixed (start) times and familiar routines and permanent staff members who know the children. This creates stability and a sense of social and emotional safety in children. Throughout the week, we also combine groups at certain times to promote both the children's and pedagogic professionals' wellbeing and engagement (this means more 'playmates', differentiation in play offerings and flexibility in how the day is organised). Groups are combined in a structured and recognisable way.

- The children in the Firefly group start in their group room from 08:30, Monday to Friday. The children in the Firefly group finish in their group (or outside), Monday to Friday.
- The children in the Vlinders group start in their group room from 08:30 on Mondays, Tuesdays, Thursdays and Fridays. The children in the Vlinders group finish in their group room (or outside) on Mondays, Tuesdays, Thursdays and Fridays.

Like all Wij zijn JONG locations, we work in accordance with the SCR calculation tool from the central government. We use this to calculate the minimum number of pedagogic professionals required to be present in a group. If the daycare is open for 10 hours a day or more, we will deviate for no more than three hours a day. When deviating from the SCR, we will schedule in at least half of the number pedagogic professionals. Our basic schedule shows how the staffing of pedagogic professionals is arranged for each separate group. The hours of preschool education offered at our location will not take place during those three hours.

Their own core group is a safe foundation for children. Starting from safety and trust, children want to broaden their world and experience what happens beyond the familiar door. Leaving the core group on occasion gives children more space to explore or to play with children outside of their own group.
At our location, children leave the core group or core group room for the following (play) activities:

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- If children leave the core group or core group room, the following arrangements will be in place: Parents give permission, it is done on the initiative of the children while being mindful of their needs, growth and development. Of course, this happens in consultation with staff from the relevant group.
- Children leave the core group when playing outside - the play area is adjacent to the group room. There is staff supervision.
- During joint celebrations, such as Sinterklaas (St. Nicholas): baking pepernoten together, dancing and singing together, craft activities and being read Dutch stories. Firefly and the Vlinders group join together
- Children from the Vlinders group will occasionally play at Firefly, for quiet play.

During these activities, we work in line with the Health and Safety policy.

Familiar faces

If a permanent pedagogic professional is unexpectedly absent due to illness, holiday or leave for a period no longer than 4 weeks, and no other permanent professional is available, another pedagogic professional will be scheduled in. The first step is to see if another permanent professional from the relevant group or location can be scheduled in. If such a staff member is unavailable, a substitute professional from our permanent flex team will be used. In case of longer absences, a new familiar face will be assigned. Parents are notified of changes to the schedule via the Parent Portal or e-mail.

To safeguard emotional security and stability, we strive to limit the number of substitute professionals as much as possible; the permanent pedagogic professionals will ensure a careful transition and the substitute pedagogic professionals will also utilise the six interaction skills to get to know the children and adapt these skills to their interests and (development) needs. The substitute professional listens and observes, responds to the children's verbal and non-verbal signals in a sensitive and responsive manner; they offer space for the children's individuality and offer them the opportunity to do independently what they can do independently; they provide the structure needed to work independently; they have conversations with the children, encourage their development and supervise the interactions between them.

Trainee professionals, interns

In addition to our professionals, we regularly have trainee professionals and interns working at our location. We adhere to the Wij zijn JONG training and internship policy.

Trainee professionals and interns

Our location regularly hosts one or more trainee professionals and interns who are training to be pedagogic professionals. They are gaining experience in day-to-day care of children, looking after children in a group setting and one-to-one setting. They are gaining skills in devising and developing activities and creating a familiar environment in which children can develop to their full potential. They do this under the responsibility of a work supervisor: an experienced pedagogic professional with expertise in supporting and coaching interns and trainee professionals.



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As their training progresses, the independence of the trainee or intern increases. The focus is on empowering the trainee professional or intern in the most common activities within the daily programme. The work supervisor plays a key role in this and is supported in their work by the practice trainer. Together, they ensure proper supervision, by way of coaching meetings, progress meetings with the course providers and practical support in the workplace.

Raising children together.

The practical implementation of the 'Raising children together' pillar consists of three parts: contact with parents, our group management, and working with other organisations such as primary schools. Together, we are committed to the children, so that they can develop their opportunities and talents to the highest extent possible.

Raising children together - with parents

In this section: introduction and settling in, the mentor, open access play, keeping each other informed, and working together for the development of children.

Introduction and settling in

In the first period, we lay the foundations of the trusting relationship between the parents, the child, and the pedagogic professionals. Some children find it more difficult to deal with new situations or a new environment than others. That is why we are consciously mindful of the process of settling in. The sooner a child feels safe with us (wellbeing), the sooner they can engage in play. During the introduction, we work with parents to look for a way of settling in that is comfortable for their child. During the settling-in period, we look at wellbeing together and we evaluate how their child is doing so that we can make adjustments if necessary.

Read below to find out how we settle children into their new group:

- Make time for intake/getting to know parents.
- Children take part in one or some parts of the daily routine at the new group.
- Parent to stay/play with the group for a while.
- Pedagogic professional extra close: seeing the child and acknowledging emotions.
- Offer an anchor by letting children bring something from home.
- Make children aware of each other and involve them in the settling-in process.
- Work in small groups.
- Name a lot.
- Routines and repetition.
- Give children extra directions.
- Pair children with another child ('buddy').



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- Use many rituals to make the daily routine understandable: clear goodbye ritual to support children in the home-childcare transition, use daily routine cards with pictograms of the daily schedule.
- Use labels/images of the play resources in the cupboards.
- Extra review with parents during the transition.

The mentor

Each child is assigned a mentor. This will be one of the pedagogic professionals from the group. Parents are informed of this by the mentor via the Parent Portal or in person. The mentor is the first point of contact for parents and also conducts the intake interview. She will explain to the child and the parents what her role as mentor means, among other things. First of all, the mentor will monitor the child's development. She focuses on the child's wellbeing and engagement, and invites the parents to discuss these. What's more, she strives for a smooth transition between home and childcare, and – when the child turns 4 years old – a good transition between education and out-of-school care. If the mentor is absent for a prolonged period of time, we will arrange a replacement. The new mentor will inform the parents about this. When we assign a mentor, we select one who is mostly present at the same time as your child. We also take into account the number of children a pedagogic professional is already mentoring.

Open access play

After being brought, children often need some time to say goodbye to their parents. They like the parent to stay for a while and play with them or read to them. That is why there is space for open access play: the parent comes in and stays to play for a while. It means children can have a relaxed transition moment and the parent becomes familiar with the play area, the resources and our pedagogic professionals.

Keeping each other informed

We tell parents where they can find important information. What's more, we let them know what their child is doing well with us and how things are going. We make time for parents who need to talk or want to ask a question. We inform parents, and parents inform us. Because we like hearing how the child is doing at home. This information is useful for us to understand the child (and their behaviour). At times of individual contact, we make agreements to pay attention to all the different parents visiting our location. We also regularly approach all parents at the same time when we want to share information.

Dropping off and picking up

Drop-off and pick-up times offer a low-threshold opportunity to talk to parents and exchange information about the child's development. At these times, we are mindful of privacy: if other parents or children are nearby, we will not discuss private matters relating to the child or their parents.

Conversation with the mentor

At least once a year – and once every six months for preschool education – the mentor will have a meeting with parents about their child's development. If the parents or the mentor feel the need for a personal conversation more often, we are happy to arrange an appointment.



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Working together for the development of children

Raising children together – with parents. We align with home and have a joint goal: enriching the development of children. Mutual involvement is of great added value for children with a VE referral too, because by providing a (language) rich offering together – at home and at the location – we see that the child's (language) proficiency comes on leaps and bounds, helping with positive development in all areas.

Read below to find out how we work together and find common ground with the home situation.
We let parents know which words, songs, or activities/play incentives we are working on.

- We involve parents in topics, projects and activities/play incentives.
- We let parents know how they can get involved with the topic at home.
- We love hearing from parents about how the topic activities went at home. After all, we might be able to offer parents extra support or information, or we might have to align our offering more with what happens at home.
- We send out topic letters regularly.
- We love receiving materials for the topic table.
- We invite parents to join us for a half-day session.
- We talk to parents at drop-off and pick-up times and make sure we see and speak to everyone regularly.
- We invite parents to join us for a birthday or other celebration.
- We show parents pictures and videos.
- We show parents treasures their child made.
- We organise parent meetings, to highlight events such as reading weeks, Boekstart (book start), and topics.
- We write newsletters about topics.
- Individual parent meetings are scheduled twice a year for the Vlinders group and once a year for the Firefly group.
- We welcome helping hands.

Raising children together – through group management.

In this section: differentiated working, reasoned working, teamwork, monitoring children together, to the next group or to primary school, flagging unusual situations, evaluating and safeguarding the pedagogic policy, and pedagogic policy – our focus for the year ahead.

Differentiated working

Differentiated working means distinction and variation. Because children differ in terms of age, level, interests, and individuality. There is a similarity too: they are all curious. They are eager to discover new things and take new steps. Differentiated working helps us to respond to each child's individual

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differences and curiosity. In practice, differentiated working means that we pay attention to all areas of development, to each child's individuality and development level. We are lead by this in our approach.

Attention for all areas of development (see appendix 1)
We use good group management to ensure variety on a daily basis. This varied offering aligns with all areas of development. All development areas are interlinked and share the same importance. We are knowledgeable about how children develop, and that is why we understand the variation needed in our interaction with children in the 'learning through play' environment and for activities/play incentives. This keeps their engagement high.

Individuality and development level
By paying close attention to the children, we can offer suitable and appropriate variation and choice in interaction with the children, in the play environment and during activities and play incentives. For example, we distinguish between open, closed, action, and think questions, in the level of choice as part of an activity and the complexity of materials.

Reasoned working

Reasoned working means: planning what we do. We purposefully help children experience 'the zone of proximal development'. This enables them to take a next step in their development. How do we help children do this? For starters, we get to know them well. We do this by watching them, talking to them and playing with them every day. What's more, we use our child monitoring system for a more objective look at a child. We use our knowledge of the child to plan our next reasoned offering. This way, we ensure that all children remain curious and can take their next step if they want to. We use the things we see and what we hear from parents for our the next phase in our reasoned offering. In this we, continuously follow the PDCA cycle of plan, do, check, act. We use a topic plan/group plan for the reasoned offering.

Teamwork

Guiding a group of children requires teamwork. Who carries out what task and how do we divide our attention between the children, inside and outside? We think about this together. We regularly take time for play accessibility: quietly watching children's play or taking part in their play. In doing so, pedagogic professionals watch the wellbeing and the engagement of children every day. This is used as a basis for how they divide their attention and tasks, and agreed in the team meetings when making the (topic) plans. These meetings and the evaluation of the implemented (topic) planning are also used to review how the division of tasks and roles went, and how they will divide the tasks and roles for the period ahead.

Monitoring children together

Children at play show their interests and development. By consciously looking at what engages children – What are they playing? How are they playing? What are they making, and how? – We get to know the children better. We also systematically monitor their development. We do this with the help of a (digital) child monitoring system. We use the information from the child monitoring system to make



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choices and adjustments for the individual child, the group, or the location. The child's mentor discusses individual observations with parents (see 'Raising children together – with parents').

Our location uses the following child monitoring systems: Welbevinden and Edumaps

For the Firefly group: By way of the Welbevinden forms. The mentor completes the observation of the mentor child. We offer parents the opportunity for a meeting with their child's mentor once a year to discuss the wellbeing and engagement of the child at the location. We call this meeting the 'wellbeing talk'.

For the Vlinders group:

The OntwikkelingsVolgModel (OVM, Development Monitoring Model)/EDU maps
OVM is an observation, evaluation and planning resource. OVM consists of science-based development pathways.
By filling in the pathways, we follow the child in their own development.
EduMaps is an electronic learning environment that supports working with development pathways and learning pathways. After colouring the OVM development pathways, EduMaps proposes activities and learning resources by age or by the nearest development zone.
The OVM is a digital observation system
that shows a number of points. Such as:
- A child's development over the years (longitudinal picture);
- A child's strong and weaker areas of development;
- A child's development relative to their peers.

We previously described that we are required to offer the four areas of development (social-emotional development, motor skills development, language development and numeracy). As per our vision, we feel all areas of development are important and we want children to have many and varied experiences.
The areas of development are not separate and unrelated. This means we offer all areas of development so that children can develop in all areas.
The mandatory areas of development are visibly present in topic planning and registrations in the child monitoring system, for example.
The other areas of development are noticeable from the daily offering where children can experience these in our rich and challenging environment.

The OVM, in consultation with the Education Inspectorate (24 July 2025), issued a recommendation for childcare organisations:
In relation to an ever-changing group of children in childcare, it is sufficient to register the following pathways as part of the continuous link with education:

***Basic pathways**; self-awareness-independence/self-reliance-relationship with adults and relationship with children.*
***Play/learning behaviour**: play development and motivation.*

For a Preschool Education group, the following is added to the development pathways above:
***Sensory perception**; Auditory and visual perception.*
***Speech language development**; Language use, language content and form.*



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*The development pathways **early literacy** and **early numeracy**.*

Sensory perception is the basis for cognitive development and motor skills development. That is why we have also added ***motor skills development*** as a compulsory component.

OVM uses different terms, but all areas of development described in appendix 1 can be found here:

OVM	Wij zijn JONG
Basic development	Social-emotional development, moral development, self-direction and enterprise
Play and learning behaviour	Social-emotional development, moral development, self-direction and enterprise, creative and expressive development
Motor skills	Motors skill development (gross and fine)
Speech and Language development	Language development
Sensory development	Cognitive development, motor skills development
Exploring the world	Cognitive development, social-emotional development, moral development, self-direction and enterprise
Reading (early literacy)	Language development
Mathematics (early numeracy)	Maths development

To the next group or primary school

If the child moves to new group, we will make sure the transition is gradual and there is a continuous pathway. We arrange settling-in times and the mentor takes care to hand over the child properly to the colleagues in the new group. Once a baby no longer finds challenges in the baby group – or the other way around: if a child is emotionally not yet ready for the next group – the time of transition may change. This is always done in consultation with parents. We also take into account the composition of the groups: the pedagogic professionals must be in a position to give attention to every child. The best interests of the child always come first.

If a child moves to a different group or location, we will transfer the knowledge about the child that is recorded in the child monitoring system to the new group. If the new group has a different LRK number (Landelijk Register Kinderopvang, National Childcare Register), the mentor will ask the parents' permission to transfer information by way of the 'chain partner information exchange' form. If the LRK number is the same, parents only have to be informed (alignment). Then, the mentor will contact the mentor at the new group. If required, the old and new mentors can plan a personal meeting about the child, preferably with one of the parents.

If a child starts primary school, the mentor will carefully hand over the child after permission from the parents. We will ask for this permission as early as the first intake at our location. In addition, the





mentor will agree with parents what information the school is given on the transition/transfer form before the transition.

Our location provides a warm transition. This means we personally discuss the information from the transfer form with a directly involved staff member at the primary school. It is preferable for this meeting to also involve the parents.

At our location, we use the following for the transition: The Arnhem transfer form from the Pas Foundation (St Pas). This form is completed by the mentor, discussed with parents and handed over to school after permission from parents.

Observing unusual situations

We observe and monitor the development of children. We will always discuss anything unusual with parents first. If we notice anything unusual, we will act in accordance with the care structure as stipulated by Wij zijn JONG. If necessary, we will enlist internal or external experts or refer parents to appropriate agencies. They can interpret what is going on and give advice on the next steps. Of course, all this is done in close consultation with parents and with their permission. In short: we will make sure we are attentive in our contact with parents and also – with their permission – with external organisations and the primary school, if applicable. We evaluate the observations as a team.

In the event of questions about a child's development and behaviour, and after consultation with and permission from the parents, we may consult the following staff members or organisations: Pedagogic coach, VE coach, internal childcare supervisor, appropriate childcare coach, KluppluZ care coordinator, KluppluZ outreach worker, Appropriate Childcare outreach worker, speech therapist, exercise and movement staff member, Centre for Youth and Family (Centrum voor Jeugd en Gezin), Child health clinic.

Evaluating and safeguarding the pedagogic policy and practice

Together, we monitor **the wellbeing and engagement** of children in relation to their development – every day. We use the child monitoring system. Are the children confident and comfortable, are they relaxed and do they feel safe? It means all is well with wellbeing. Do the children gain new experiences during play and activities? Are they captivated and fascinated by the activity? Is the activity or play challenging? This shows engagement is high.

The Pedagogic Compass, the Wij zijn JONG pedagogic policy, describes in detail how **wellbeing and engagement** are the main keystones for us to assess children's development. The level of well-being and engagement challenges us to focus on pedagogic quality at all times. In this, we always look closely at the four pillars to help us improve our approach:
Raising children together – Can we improve how we work together? With parents, with each other, and with other organisations?



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In a rich and challenging environment – How rich and challenging is our offering?
With room for initiative – Do we offer enough freedom of choice? Does the daily routine leave room for children's initiative? Are our activities/play incentives appropriate and enriching?
Always in dialogue – Do we know what moves children, what is on their minds, and how we can connect to their needs and perceptions?

Wellbeing and engagement show us how a child is doing, as well as our pedagogic quality. We monitor and measure this annually, so that we can keep sight of what we can tackle. The annual cycle that safeguards our pedagogic quality consists of the following phases:

- Evaluation of pedagogic practices.
- Use this evaluation to set pedagogic goals.
- Work on those pedagogic goals using actions that reinforce the four pillars (through work meetings, coaching and/or education/training).
- Assess the impact of our approach by looking at the children's wellbeing and engagement.

We monitor and evaluate pedagogic practices and policy using the following tools:

We evaluate our pedagogic practices annually, using the PIB (Pedagogische Praktijk in Beeld, Pedagogic Practice Monitor).
We use the five-point scales of wellbeing and engagement on an ongoing basis, to monitor the daily pedagogic process and adapt our pedagogic approach.

Pedagogic quality – our focus for the year ahead

our location will focus on the following pedagogic goals. The goals may differ slightly for each team/group.

Vlinders:
- Always in dialogue: guiding mutual interactions and communication.
- Building a new team through group management: clear agreements about who does what.
Working on topic planning with a combination of Uk en Puk and Logo 3000.
- Working on a rich and challenging environment, working with out-of-school care to see how the space can be arranged for both Toddler and out-of-school care age groups.

Firefly:
- Raising children together, working on group management; who does what (group folder).
How do we (qualitatively) manage care issues, working together with external partners and parents.
- Always in dialogue: Guiding mutual interaction and communication. Building a new team.



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

Raising children together - with other organisations.

In this section: the continuous educational pathway, and working with other organisations.

A continuous educational pathway

Read below to find out which primary schools we work with and how. We work with the school to align the content of our preschool education with the school, and the school with us, so that there is a continuous link between preschool and primary education. This could include joint topics, a recognisable parent policy, or a continuous pathway in play resources and materials.

Name of primary school	Cooperation
Rivers International School	Being a learning community together, peer consultation, warm transfer, discussions, participating in coffee mornings, participating in the school newsletter

Working with other organisations

Our location works with:

- KluppluZ
- Centre for Youth and Family (Centrum Jeugd en Gezin)
- Speech therapy
- Child health clinic
- Library
- Partnership
- Kentalis
- Audiology centre
- Driestroom
- Character:





In a rich and challenging environment.

In this chapter: layout of the space, look and design of the corners and spaces, organised resources, outdoor space, clarity for every child.

Layout of the space

Our location has a pleasant, atmospheric and calm ambiance. Appealing and not too stimulating. Colours are used with meaning, And the wall decorations match the children's ages. What's more, we make sure the layout is clear and important routes are unobstructed. This is how we create a space where children, parents, and pedagogic professionals feel happy.

The rich and challenging environment has open spaces and corners/spaces that are dedicated to a specific activity or play. For example, there is a space for rattlers for the babies, as well as a space for turning over or crawling, and a soft space. For example, there is a space for push-along toys for tiny tots, and a space to reenact everything that happens at home. Thanks to varied corners and spaces, tiny tots and toddlers can make their own choices. Where do I want to play? What shall I do there? Who do I want to play with? In preschool education, we have spaces for toddlers for visual activities (craft corner), building (construction corner), pretend play (home corner), fantasy play with cars, trains, animals, blocks (mini city or world city), looking at pictures and reading (reading corner), jigsaws and games (games table) and often a topic table or corner too.

The spaces are separated using cabinets, play screens, mats, or tape, for example. This creates clarity and concentration. There is room for calm and more active play, for individual play and for small or large groups to play or sing. Each child has something of theirs in the space, such as their own compartment, coat hook, chair, or photo.

The layout of the play corners and spaces is appropriate for the children's age groups. Also, the toilet facilities offer the level of privacy and independence suitable for a child's age.

Look and design of the corners and spaces

We search for varied resources and materials for the play areas, sometimes together with the children. Every child can find something in the spaces that suits their level and they are given plenty of choice. Children can work alongside or with each other using plenty of resources and materials. The materials and resources are regularly replenished and rotated. What's more, there are materials, resources and illustrations in every group that depict various cultures and roles. There are also safe, genuine resources that suit the child's age, such as wooden spoons, hats or a dishcloth, and open materials that children can use for their own chosen purpose, such as boxes, sticks, or empty milk cartons. Safe, genuine and open materials offer added opportunities
for in-depth play.

Organised resources



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The resources and materials are organised neatly and labelled if needed. This organisation helps us, but is also important to the child's play. They can easily find the right items and tidy them away again. It is also useful for parents to know where everything is. Sometimes children keep the things they created for a while, for instance to carry on working on it next time, or to display the item. We reserve space for this too.

Outdoor space

We aim to offer an inviting outdoor play area. Children have different play options outside, and it is where important experiences happen. We emphasise movement and motor skills. Outside, the children are able to run, play with a ball, cycle, play with sand and discover all kinds of things in nature. The outdoor space is visibly laid out as well. We provide a safe, varied surface that suits play, such as grass, stone, sand, or a surface at a slightly different level. We also provide varied outdoor resources and materials that are easy to find and tidy away. We want to be able to enjoy the outdoors every day.

Clarity for every child

A rich and challenging environment means the layout is also suitable for children who are settling in or are still learning Dutch. That is why the layout is mostly self-explanatory – without needing verbal explanation. Children can play quietly and with concentration. Labels are used so they understand what the corners are about and what can be found there. There are plenty of play resources that children can use without talking, and toys that are easy to explain by showing how they are used. As part of our programme, we change the play corners regularly, adapting them to the topics or play. For example, through different resources and materials in the home corner, different jigsaws, books or cars.



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With room for initiative.

In this chapter: a defined yet flexible daily routine, daily routine transitions, key parts of the daily routine, an understandable daily schedule for every child.

A defined yet flexible daily routine

A daily routine or daily schedule is a set order of daily events. The day is divided into recognisable periods with fixed routines. However, the daily routine is flexible too: the children's activities are not set in stone. Every day, they are given the space to play freely. Free play is alternated with supervised or guided activities/play incentives. In free play, the initiative is fully with the child, in a supervised activity/play incentive, the pedagogical assistants play along with the child, and in a guided activity/play incentive, the initiative is with us. The daily routine creates a balance between repetition and new experiences. In the guided activities, we make sure there is good variation between the development areas. And we will always give children space for their own initiatives.

Our overall daily schedule for Vlinders is as follows:

- 08:30: Exterior door open; walk-in
- 09:00: circle time, good morning, pick helper who fetches Puk, look in Puk's backpack and count children, Puk is passed around and each child holding Puk can say their name: I am...
- 09:10: make plan, mentor writes the plan down, group is divided if needed (large group)
- 09:15: play
- 10:30: tidy up and look back
- 10:40: toilet, wash hands, read book and join the mentor at the table
- 10:45: eat fruit, drink tea or water
- 11:05: listen to reading, sing songs
- 11:30: coats and shoes on so we can go outside
- 12:00: parents collect children, handover to parents
- 12:15: group cleanup

Our overall daily schedule for Firefly is as follows:

- 08:30-08:45: Welcome, we wear slippers, and stick their photo to the group tree, free play until all children have arrived.
- 08:45-09:45: Supervised play, help with social skills, concentration, crafts, developmental play, reading. We tidy up together with a tidy-up song
- 10:00-10:15: We sit together on a rug, we welcome everyone by calling them by name, count how many children are here, we reveal the topic of the day, roleplay, reading, and picture cards with new words
- 10:15-10:30: Topic-based activity, drawing, crafts, sensory skills and development

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- 10:30-11:00: We wash our hands and sit at the table for a snack. We offer fruit, vegetables, water and crackers. While preparing the fruit, we sing Dutch and English songs based on the food on offer. While eating, we listen to a story in Dutch and English.
- 11:00-11:30: We go to the toilet and/or change nappies, we help children go to the toilet. The other children are playing freely
- 11:30-12:15: We are going outside to play, we offer play as it is in the group room, such as sensory development, gross motor skills, and gardening. There is more outdoor play in good weather. In cold or rainy weather, outdoor play is not as long.

Daily routine transitions

Transitions from one part of the routine to the next are often stimulating for children. We use appealing rituals to make these transitions go smoothly. This keeps the children engaged and the pedagogical professionals maintain an overview. Each transition requires its own ritual and form of cooperation.

Key parts of the daily routine

Throughout the day, there are opportunities to engage in conversation with children, to play with them, to enjoy time together and to support and encourage their development. These development opportunities often arise spontaneously. We seize these chances while we watch the children, play with them and talk to them. We also create these opportunities by deliberately offering activities or play incentives. Of course, even during these planned moments, we still watch, align with, and talk to the children. As such, development opportunities arise during all parts of our daily routine. Below is a brief explanation of the key elements.

Free play

During free play, children choose what they want to play with and where, and with whom. Where necessary, the pedagogic professionals increase engagement, elicit a next developmental step, or help them choose. There is plenty of time for free play throughout the mornings and the afternoons. At our location, some of the free play is preceded by a 'looking ahead' moment and we conclude with a 'looking back' moment.

Large group

The term 'large group' indicates the moments that our pedagogic professionals consciously create togetherness with all the children. This could be by way of singing together, telling stories, celebrating, or performing rituals. This enhances the feeling that we are a group, belong together and enjoy each other's company. There is still space for the children's own initiatives during the joint activity. There is a 'large group' moment every day.

Small group

The term 'small group' applies to those moments that our pedagogic professionals deliberately do an activity, elicit a play incentive, or work together with a small group of children. With a small group activity, there is lots of room to respond to children's initiatives and share these with the others. Pedagogic professionals regularly put together the small groups in a targeted manner. For example, a



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group with the oldest or the youngest children, or children who will work on language development. Sometimes all children will do the same activity, in different small groups. In the 'small group', there is lots of room for interaction and attention for each child. Children play and discover in small groups every day. If possible, it is the turn of the VE toddlers at least once a day - and certainly at least a few times per week.

Eating and drinking

There are group moments every morning or afternoon when the children eat and drink together. The pedagogic professionals provide a safe, sociable and calm time for this. We believe meal times are an important social activity and feel that atmosphere and a cheerful setting are important. The pedagogic professionals introduce children to a varied range of flavours and textures. They do this in a developmentally adequate manner and in consultation with parents. If you would like to know more about our nutrition policy, it is available for inspection at our location.

Care moment

Care moments (changing) are regular moments, often one-to-one. Pedagogic professionals make sure these moments are attentive, respectful and calm.

Outdoor play

Moving and being outside are very important for children. Outside is a great place for many experiences. We make sure the children play outside every day.

An understandable daily schedule for every child

Predictability is important for all children, but especially for children who are settling in or children who do not understand the Dutch language properly yet. With a clear daily schedule, they quickly understand what is expected. Pedagogic professionals make the daily schedule understandable using few words. For example, they might use rituals, such as singing songs when going outside, tidying up or greeting. What's more, they use daily routine cards with pictograms showing the daily schedule.

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Always in dialogue.

Dialogue means interaction between pedagogic professionals and children, and between children and adults themselves. Pedagogy distinguish six interaction skills. Our pedagogic professionals utilise these skills on a daily basis, so that children feel safe and can develop with us.

The six interaction skills:

- Sensitive responsiveness
- Respect for autonomy
- Supervision and structure
- Talking and explaining
- Encouraging development
- Guiding mutual interactions

Sensitive responsiveness

Sensitive responsiveness is responding to what children want, think and feel – by paying attention to signals, non-verbal and verbal, and by being attuned to the child. This is about offering safe shelter, creating a relationship of trust, and making sure children belong to a positive group atmosphere. Examples of this are listening, affection (pat on the head), eye contact, a wink, interest and being curious about the child. Sensitive responsiveness is also about encouragement and affirmation: allowing children to discover new things. Examples of this are showing interest, being engaged in what the child is doing, offering support at difficult moments, and sharing the child's enthusiasm.

Respect for autonomy

Respect for autonomy is giving children the space to be independent in the things they are able to do independently. Respect for autonomy is also: giving children the opportunity to do things that interest them and to make decisions, to experiment and discover. As pedagogic professionals, we elicit ideas and initiatives, involve children in rule-making and agreements, and we have realistic expectations. Children feel when they are taken seriously. It helps them develop self-worth and feel part of the group, play, and the activities.

Supervision and structure

Offering structure helps organise a child's world. All children need this. Structure gives them the helping hand they need to work independently. Examples of this are an uncluttered play environment, an understandable daily schedule, a limited number of consistent and clear rules that are explained to children, predictable and unambiguous behaviour by pedagogic professionals, and topical working. Offering structure and supervising might seem the opposite of respect for autonomy, but they complement each other when in balance. This balance is different for each (age) group and for each child.



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Children are developing all the time. At a young age, they are still exploring the effects of their behaviour, what works and what doesn't, and what is socially accepted. Pedagogic professionals play a crucial role during this important phase. We support children in their growth and help them understand how to interact with themselves, others, and their environment.
It is essential for children to feel accepted as they are – with all their emotions, thoughts and behaviours. This is also true when they are angry, show hyperactive behaviour or prefer to withdraw. We approach every child with the belief that there is always meaning in their behaviour. Even if this behaviour does not seem effective or desirable at first, we try to understand what the child is trying to tell us.
Undesirable behaviour can have many causes. Sometimes, a child simply does not know that something is not allowed. In other cases, the child is upset by an event, needs more challenge, or is temperamental in nature. The behaviour may also be typical of a certain development phase. In that case, we see it as a necessary step in the process where the child learns to deal with commonly accepted values and standards.
To make sure we guide children in a careful and consistent manner, we have set out agreements in the *'Inappropriate behaviour in children'* protocol. This protocol describes how we as a team manage behaviour that crosses the boundaries of others or themselves, and how we help children learn from it. The protocol is available for inspection at our location.

Talking and explaining

This interaction skill is about the language used by the pedagogic professionals when supervising children, as well as the way in which we stimulate the children's language skills. When talking and explaining, it is important that children are given the opportunity to have genuine (non-)verbal conversations, whereby we monitor the child and create a rich (non-)verbal environment. After all, children learn language through what they hear around them.

When talking and explaining, we align with the age, development level and needs of children. We adjust our pace and build our explanation in a logical way, so that children can understand the explanation as well as possible. With the youngest children and non-Dutch speaking children, we use gestures, facial expressions, visualisations (such as daily routine cards), rituals (such as a specific song at transition moments) and specific materials to support them. With the slightly older children or multilingual children, we use increasingly longer sentences and more varied words.

Contact initiation

All children regularly seek contact using (non-)verbal behaviour. We catch those big and small signals as often as possible, so that children gain self-confidence and confidence in others. By seeing children more often, we learn to recognise their contact initiations. Pedagogic professionals also initiate contact. For example, we might ask for attention for an activity/play incentive or event that we want to involve the children in, or we just initiate a nice chat.

Conversations

The balance between one-to-one conversations, small group conversations, and conversations with the entire group are aligned with the children's ages. The interactions are based on fun, attention, genuine



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interest, understanding, respect, and clarity. Dutch is the language used, but in some situations, a pedagogic professional may use a different language if it is in the interest of the child. We create a positive, communicative atmosphere by regular turn-taking, both in one-to-one settings and group situations. Sometimes we build up conversations to appeal to children's thinking skills. In a group situation, we try to involve everyone in the moment. When we conclude the conversation, we will let them know in an unambiguous way. Children also have (non-)verbal ways of indicating that the contact has ended for them. It is important for children that we visibly notice this.

Encouraging development

The interaction skills 'Encouraging development' is used in all kinds of situations and activities. Children are naturally curious explorers and researchers already, but we also specifically encourage their playful development. It helps them to take extra steps and gain experiences in all development areas, in line with their own pace, interests and abilities. As such, we can see didactic opportunities in all manner of play situations and activities. We choose what to do with each child and in each situation: expressing or helping children with their intentions and plans, offering resources or materials for a familiar game, adding new ideas for existing games, asking open questions, looking for solutions together, processing impressions, bringing children together, engaging in play, giving examples, giving instructions, and many more. We also help children if they are not yet able to do something by themselves or not brave enough yet. In short: we stimulate development in all possible ways.

For children with a VE referral, we are legally obliged to specifically offer a minimum of four development areas. At our location, we do more: our vision, the Pedagogic Compass, includes the belief that all areas of development are interlinked and share the same importance. Appendix 1 describes how we encourage these areas of development at our location. In this chapter, we put extra emphasis on language stimulation as part of the interaction skill 'Encouraging development'. After all, every child needs language to take steps in all the other development areas.

A child has to feel safe and comfortable before language stimulation as part of preschool education can begin. What's more, the child must have discovered that talking is fun. If a child has not quite settled in yet, we initiate contact often, even if just for a moment. For example, we might express what we think the child means, we play non-verbal question-and-answer games, or we show them fun talking situations with other children. If a child has settled in, active language processing can begin. We create space to practice and good language provision.

Space to practise: when children hear language, they will actively seek patterns and discover rules. Every child has a different approach. One child talks a lot, the other is more of a listener. One child looks for patterns in language, the other pays attention to the sounds first. We guide children during their play and usual activities. They will pick up new words in these situations and learn to understand meanings. When we talk with children who have yet to learn Dutch, we always emphasise what the child means, or in other words: what they want to say to us. We do not correct the practice language, but we do answer using correct sentences. This helps the child to continue practising naturally and fun of contact is still the key focus.



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Language provision: we distinguish four phases from the moment the child feels comfortable and perceives talking as fun. Settling-in language, coping language, interaction language and learning language. Vocabulary develops throughout the phases. Good (non-)verbal interaction is important in all phases, but children have different (non-)verbal needs in each phase.

First phase, settling-in language: the understanding of the Dutch language is getting underway, but the child does not speak it yet. We offer appropriate language provision in the settling-in phase, so that the child's understanding can grow. We do this, for example, by linking language to movement by always using the same sentence when a routine ritual starts, and by specifically using the first basic words. The emphasis is on words the child needs to feel comfortable quickly. In this phase, we do not consciously stimulate the child to speak Dutch yet.

Second phase, coping language: the child has a reasonable understanding of Dutch and speaking has gotten underway. Children can easily name everyday objects and their own needs. In this phase, appropriate language provision remains the most important. Words are still linked to daily situations as much as possible. In addition, we try to encourage the child to actively speak some Dutch. We try to make children feel more confident in their initiation of Dutch-language contact.

Third phase, interaction language: the child already speaks Dutch at a reasonable level. They use short sentences and can name events in the present and near past. In this phase, we have small conversations. We use these conversations to enrich the child's language use through the language we offer. In this and the next phase, the children regularly initiate the interaction in Dutch. For vocabulary, we pay attention to words needed to participate in the group.

Fourth phase, learning language: the child can talk about things not present at the moment itself, can make up a story, can describe connections and can empathise with someone else's thoughts or feelings. In this phase, children need vocabulary broadening and deepening. Many toddlers learning Dutch as a second language do not reach the fourth phase before they go to school.

We use the following to expand vocabulary:

The Uk en Puk method and logo 3000, and all activities are linked to the SLO targets to increase vocabulary and as such, enrich language development.

LOGO 3000
LOGO 3000 is a science-based approach that supports language development in young children. The focus here is on expanding vocabulary. It is a methodology intended for toddlers and preschoolers. The foundation is formed by 3000 words as listed in the BAK. The BAK (Basic Preschool Vocabulary List Amsterdam) consists of the 3000 main words children should know when they start group 3 and is commonly used in childcare and educational settings. LOGO 3000 for toddlers is aimed at the first 500 words from the BAK. Picture boards, word webs,

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and detailed scripts for vocabulary activities, gameplay, and songs and verses, support pedagogic professionals to teach these 500 words to toddlers in a systematic way. To help with this, the words are structured in word clusters and picture boards. The underlying idea is that in a child's memory, words and their meanings are linked through a network of meanings (the dog - the cat - the pet). Learning new words (the guinea pig) is all about connecting the links and creating new links in meaning. In the word clusters, the meanings and their links are clearly visualised using photos, pictures and picture boards.

Guiding mutual interactions

This interaction skills concludes the chapter. As pedagogic professionals, we guide the mutual interactions of children and the group process. We do this with understanding, respect, interest and clarity. Children learn so much from each other, they complete each other and enjoy being together and belonging. We are committed to creating a group atmosphere where every child can be themselves and participate. We talk about diverse topics and we are curious about the different ideas and opinions. What's more, we create togetherness by celebrating parties, performing rituals, cherishing (group) memories and stories, seeing and appreciating friendship, for instance. We ourselves show good behaviour as an example. Wherever we can, we will let children be part of the thought process and the decision. By having children work in small groups (for example for activities, eating and drinking), we give children the opportunity to get to know each other properly.





Other pedagogic quality requirements.

In this chapter: additional aspects of the pedagogic policy, in accordance with the requirements set by the Childcare Act and the Decree on Basic Conditions for Quality Preschool Education.

Buying additional childcare

Parents have the option of buying additional childcare in the Firefly group. Children usually come to the childcare location on fixed days. This is important to the stability of the groups, the safe and familiar feeling for the children, and therefore the pedagogic quality. Sometimes parents may need additional childcare. When planning additional care, we have to take into account the number of spaces in the group. A parent can book additional care via the Parent Portal.

Use of pedagogic policy officer/coach

In accordance with the Childcare Act, each location must provide 50 hours per year for pedagogic policy and ten hours per full-time equivalent for coaching. The pedagogic policy hours are for the creation and implementation of policy intentions (see pedagogic quality, our focus for this year). The coaching hours are used to coach our pedagogic professionals in their work activities.

The legal framework for preschool education requires extra effort from pedagogic policy officers: ten hours per VE referred child. These hours are directly used at the location for coaching staff or for pedagogic or VE policy development.

The hours above have been divided as follows, whereby all staff members (including flex workers and substitutes) receive coaching at least once a year. The hours are set on 1 January (reference date).

Structuring the pedagogic policy intentions	50 hours by location manager
Structuring staff coaching	34 hours split between Firefly and Vlinders, pedagogic coach
Structure for enhancing the quality of preschool education	Number of children on 1 January (reference date) 2026 = 13 Appropriate Childcare coach 130 hours, Appropriate Childcare coach

Coaches divide their hours between, for example, work meetings, child meetings, inspiration meetings, formulating pedagogic goals together, evaluation of pedagogic goals and coaching on the job with teams. Coaches and managers jointly strive for staffing deployment that is as efficient as possible.



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Preschool Education Training Plan and Coaching Plan

Pedagogic professionals must maintain their VE knowledge and skills on an annual basis. We draw up and implement a training plan and coaching plan every year. Afterwards, we evaluate the plan, its implementation and the achieved objectives. This covers the following topics:

- Working with programmes for preschool education.
- Stimulating the development of the young child, particularly in the areas of language, motor skills and social-emotional development.
- Monitoring the development of toddlers and align the preschool education accordingly.
- Involving parents in encouraging children's development.
- Ensuring the content of the preschool education aligns with early education from 4 years and ensuring a thorough transition from preschool to early education.

Distributing 960 Preschool Education Hours Over the Period from 2½ to 4 Years of Age

The tables below show how we distribute the 960 VE hours across the days and weeks at our location. The VE provision does not cover more than 6 hours per day.

- VE provision is offered on Monday, Tuesday, Thursday, and Friday;
- VE provision is offered 43 weeks per year;
- VE provision is offered from 08:30 to 12:15
- Two half-days is the minimum provision used by a the child;
- A child attends at least 8 hours of VE provision;

At our playgroup(s), we offer VE provision on Monday, Tuesday, Thursday, and Friday. A toddler with a VE referral takes part in the VE provision in the following way:

Number of weeks per year Early Years provision is offered to the child	Time when the VE provision is offered to the child	The minimum number of days per week the child with a VE referral attends our VE provision	The minimum number of hours per week the child with a VE referral attends our VE provision
43 weeks	08:30- 12:15	4 half-day sessions	15 hours

Our Preschool Education (VE) programme

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The VE programme provides us with inspiration and support when structuring our VE policy. We use the programme so that we can encourage children's development in a structured and cohesive manner.

Our location works with:
The Uk & Puk method, actively engaged.

Brief description of the programme

Uk en Puk
In Uk en Puk, the Puk doll is very important. He lives with us at the childcare location and is present for everything the children experience. Puk the doll helps provide emotional security, as well as inviting children to discover new things. Using Puk the doll and the ten topics specifically described by the method, we are well-aligned with the way children experience the world around them. We do this through our rich and challenging play environment, our daily schedule with free play and through activities and play incentives in large groups, small groups and sometimes one-on-one. This collaboration between the children themselves and with the pedagogic professional allows children plenty of space to turn experiences into development.
The themed Uk and Puk books offer the pedagogic professionals opportunities to fit activities or play incentives to the children. As part of Uk and Puk, our pedagogic professionals like working together with parents on the children's development. For more information, please visit the CED website. Uk and Puk is recognised by the NJI (Dutch Youth Institute) as a VVE (Early childhood education) method (well-founded).

Actively engaged
Our pedagogic professionals encourage children's explorative and inquiry-based learning on the basis of six brain principles (sensory-rich, emotion, repeat, focus, creation and build). To do so, they use the rich and challenging play environment, a well-adapted group structure and the role and play guidance of the pedagogic professional. As part of Actively Engaged, our pedagogic professionals like working together with parents on the children's development. For more information, please visit the Pas Foundation website.

Special Features of our location and municipal requirements





Additional VE requirements from Arnhem council

The Arnhem urban policy 'Inclusion and Equity' makes an important contribution to early signalling and prevention, optimal development stimulation and appropriate support for every child within a childcare setting. The social mission here is that every child, as an adult of the future, can come into their own in our society.

Within the municipality of Arnhem, we work with all stakeholders on appropriate childcare.
The jointly supported mission from the urban policy is as follows:

"All children in Arnhem are able to receive the professional support and guidance they need to develop to their full potential within childcare in their own living environment, in intensive cooperation with parents and in a continuous educational pathway."
Underlying this is the following vision:

Inclusion
All children belong.
Equity
Each child should be given the development opportunities and support they need to develop to their full potential for future education.
Parents are key
Parents are their child's most important mentors.

All locations must meet both the national requirements and the following quality requirements specific to Arnhem. The St Pas Urban Policy on Equity and Inclusion guideline describes in more detail how the quality requirements can be further refined. The Equity and Inclusion mission and vision was set out in the Urban Agenda on Equity and Inclusion in Childcare.

The following applies to the VE provider:

The subsidy recipient:

a. Endorses and promotes the Arnhem Policy on Equity and Inclusion in Childcare.
b. Submits information to St Pas for the Equity and Inclusion/Suitable Childcare monitor.
c. Takes part in audits organised by the council, St Pas and/or the Education Inspectorate.
d. Its VE locations take part in the Urban Implementation Consultation on Equity and Inclusion.
e. Works developmentally with the toddlers at the location and describes how this provision is offered in the pedagogic policy plan.

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f. Joins in with the Boekstart library programme and encourages reading to children at the location and at home by way of a reading plan.
g. Annual training plan offering the use of the St Pas training provision in Arnhem and which describes at least the following elements

- How is it ensured that the pedagogic professionals comply with the Decree on Basic Quality Conditions for Early Years Education.
- How is the work towards equity and inclusion for children safeguarded
- In what way does continuous deepening and enrichment of preschool education take place.

h. Ensure that the non-contact time policy is transparent at all locations. Staff know what tasks they have extra time for and are given this time**.**

The pedagogic professionals at the VE location:

i. Promote equity and inclusion.
j. Are open to collaboration with and coaching by the Appropriate Childcare coach, the Appropriate Childcare outreach mentor, and to advice/coaching by speech therapists.
k. Have demonstrably participated in the main Equity and Inclusion masterclass.
l. Participate in a minimum of two masterclasses organised by St Pas every year.
m. Work together with parents and support parents to encourage (the language development of) their child at home.
n. Ensure that a child's transition into school is done by way of a handover using the Arnhem good start transfer form.

The manager at the VE location:

o. Promotes equity and inclusion.
p. Is open to collaboration with coach, outreach support worker and speech therapists.
q. Has demonstrably participated in the main Equity and Inclusion masterclass. Participates in each initial masterclass meeting
r. Safeguards the quality of the team of pedagogic professionals with a focus on the urban policy, equity and inclusion.

The following applies to all VE locations and groups:

s. There is close collaboration and an accessible continuous link with primary education in terms of educational provision, educational action, cooperation with parents, pedagogical didactic climate, support and care. The agreements on this continuous pathway have been established.
t. The location works with a child monitoring system that meets the established criteria in the guideline.
u The location agrees with the collaborating school/schools on the child monitoring system to be used.

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v. The location uses Met Woorden in de Weer/logo 3000 as their vocabulary methodology.
w. The location offers a parent arrangement appropriate to the needs of the older population and agrees with parents on participation and mutual expectations.
x. The preventive speech therapists at St Pas visit the group for signalling and advice as per the collaboration agreements (available in the VVE guideline).
y. The location is aware of and works with the form and manual for VVE childcare referrals (Pas).

Appropriate childcare:

All VVE locations work towards inclusive childcare, Appropriate Childcare.
Appropriate Childcare aims to offers all children, including those children with additional support requirements, a suitable provision in a mainstream childcare setting in their own neighbourhood. Appropriate childcare allows these children to receive support sooner, faster, and more pre-emptively. The following three building blocks have been developed for this purpose. First of all, a team of Appropriate Childcare coaches and a team of Appropriate Childcare outreach support workers.

Appropriate Childcare coaches team:

Each VVE location has its own Appropriate Childcare coach. This coach is funded by the council. Non-contact time includes the necessary time for coaching the pedagogic professional. The coach has hours for group observations, child discussions and for coaching individual professionals.

Appropriate Childcare outreach support workers team:

What's more, each VVE location has its own Appropriate Childcare outreach support worker. These youth support workers provide the necessary specialist expertise needed – without needing a decision – to offer each child an appropriate provision. This is done both in the group and at home. This outreach support is funded by the council. The pedagogical assistant's non-contact time includes extra time for training and mentoring.

Additional pedagogical assistant:

A third building block of Appropriate Childcare is the option to utilise an occasional additional pedagogical assistant. This additional pedagogic assistant can offer the child more individual development stimulation and guidance. A request form for the usage of this additional team member is available. This form can be used to request additional staffing for a maximum period of 8 weeks and 16 hours per week. The request is submitted by the manager with input from the Appropriate Childcare coach.

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From our organisation's perspective, it is highly desirable that the occasional third team member meets VVE qualifications. Only in case of force majeure/illness can this be deviated from. The Childcare Act states that only the professionals who are part of the SCR must meet the legal requirements.

Framework requirements:
The deployment of the additional structural pedagogic professional is subject to a number of framework requirements. The extra formation is deployed at those locations where basic quality is in compliance.
The childcare setting determines whether this basic quality is in order and is responsible for it. By completing and evaluating the process factors in the plan substantiation, we have insight into whether quality is in order and/or in what timeframe it will be put in order.
The extra team member is an additional VVE professional at a VVE location. For this reason, they must comply with the basic VVE requirements and therefore meet the VVE statutory requirements.

Mixed VVE and additional needs group:

A toddler remains entitled to a VVE place if they also attend an additional needs by, for example, Kentalis or Driestroom at the same time and therefore cannot participate in VVE toddler care for 16 hours a week. The toddler must attend VVE toddler care for at least two half days per week to remain or be entitled to a VVE place.

Open access play:

Open access play is available for children from 0 to 2 years and 3 months old and their parents. In open access play, one of the parents is present and actively involved in the activity. Parents meet while the children play together in a rich learn-as-you-play environment. They can exchange experiences and get parenting support. The open access play has a fixed structure and aligns with the topics in the childcare groups. Parents can visit an open access play session several times a year.

BoekStart
Boekstart is an effective programme for professionalisation of language development and reading to children in childcare. A location participating in BoekStart has a good reading climate with an up-to-date collection of daily read-alouds, trained staff and a focus on children who need extra language support. By taking part in BoekStart, the location's book collection is always up to date, with a wide range of picture and read-aloud books. The location manager and reading coordinator (a trained pedagogic professional) supervise the programme's coordination.

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Multilingual childcare

We look after children from both expat and Dutch families. We offer childcare to children from around the world and ensure that they can develop at their own pace in a safe environment.

Every child is welcome

In our group, we work hard to create an atmosphere of inclusivity. All children are welcome; we do not discriminate by background, socioeconomic position, gender or developmental issues. We ensure that both children and parents feel involved. We are extra focused on the differences and similarities these cultures bring and all the diversity that comes with them. We use pictograms to support communication if language is still developing. We are extra alert to the major change in environment

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for children and parents. We take into account the differences in holidays and celebrations and spend time on these occasions. We offer language in a multitude of ways: listening, watching, and active play.

Multilingual approach

As part of the multilingual approach, new words are introduced during play and with each new topic. We introduce words when reading to the children, singing songs that fit the topic, during active play, developmental play and sensory play, and when doing crafts. We make sure learning is fun and offered in a variety of ways, so that children can follow their own learning style. We offer the words in both English and Dutch. We monitor the children's interests and energy, so that we can adapt our play accordingly.
In groups of 9 or more children, we use the 'one teacher one language' method. This method (OTOL) means that two languages are spoken by two different pedagogic professionals: one language per professional. For Preschool: At Firefly, we offer English and Dutch, at a ratio of 50/50%. However, we are attuned to offering the language the child feels most comfortable with in a one-to-one situation. Our permanent pedagogic professionals are Dutch or native English speakers, so that we can offer both languages at a 50/50 ratio.
If the English-speaking pedagogic professional is on their own in a group of up to 8 children, they will switch between languages during the specified moments. As well as the specified moments, staff apply the following rule: If the preferred language is Dutch, the team member will repeat the sentence in Dutch. If English is the preferred language, the sentence will be repeated in English.

We offer two languages in the following way and during specified moments:

- During drop-off by parents, children are greeted in two languages: "good morning/hoe gaat het met jou vandaag?"
- During supervised play: The children usually have an hour of supervised play when they are free to choose games or activities that interest them. The children are then encouraged to communicate in the language they prefer. Every sentence spoken by the team member is repeated in English or Dutch.
- Circle time: The children are greeted in both English and Dutch every day. We count the number of children present in Dutch and English. If new subjects/topics are discussed, the children will be shown photos with new words that are pronounced in both English and Dutch. The photos and words (English/Dutch) are visibly displayed in the group room.
- When eating fruit: New songs are taught that relate to the different topics we're working on. These songs are in English and Dutch.
- Reading aloud: Every day the children are read a story in English and a story in Dutch.
- Picture books: A few times a week, the children listen to stories on the iPad (using Prentenboeken). These are offered in both Dutch and English.

Additional ways to ensure emotional safety, stability and our bilingual approach at our location:



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- We use pictograms for the daily schedule so that parents and children understand the routine and can explain it in their own language.
- We greet every parent and child upon arrival.
- We are very conscious of providing a safe environment for the children. We have familiar faces as permanent pedagogic professionals. We strive to ensure the same substitute professional for absences.
- Parents can follow the topics and words in our display window so they can repeat these at home.

Replacement in case of absence of the pedagogic professional:

- If a permanent pedagogic professional is unexpectedly absent due to illness, holiday or leave, we will try to schedule in an team member from the Rivers location.
- Should this be for longer than a month, the Dutch-speaking team member will be replaced by a Dutch-speaking substitute. This is done in consultation with the team members (familiar faces) to replace the absent team member. Team members in addition to the team member with the English language certificate have an affinity with the English language, or an English language certificate so that multilingual childcare and bilingual approach remain secured.

Appendix 1.

The areas of development at a glance

The areas of development within our Pedagogic Compass
There are eight areas of development that are key to our childcare. Children perceive these areas coherently, whereby each area is distinct but at the same time influenced by the others, and itself influencing the others. The interaction between the areas ensures rich and balanced development.
The four pillars of the Pedagogic Compass are used to help children experience the different areas of development.

1. Social-emotional development.





Children's emotional development starts with the perception of safety and wellbeing. From this foundation, they develop confidence in themselves and trust in others. Confidence in themselves encourages curiosity and the will to discover and explore. Trust in others ensures that children dare to lean on others when needed and can receive comfort and encouragement.
Social development starts with being together and playing together – from playing side by side, to playing together, to actually cooperating in play. They confer, give each other space (taking part) and complement each other. They practise making common rules, keeping agreements and resolving conflicts. They experience a range of emotions during these interactions. How does it feels when something succeeds? What is it like to win? But also: how do you deal with disappointment or losing? What do you do when someone else is sad or angry? And how can you deal with that? From confidence, they develop resilience, learn to manage themselves and others, and shape their identity.

2. Motor skills development

Motor skills development is about gross and fine motor skills. This is the process where children learn to coordinate and control their body, from large movements to small, precise actions. Gross motor skills develop from grabbing your tiny foot, to rolling over, crawling, standing and walking, rolling a ball, climbing, cycling, dancing, playing football, gymnastics, and running. Fine motor skills focus on smaller and more precise movements. Children practise drawing lines with a brush, moving a toy car around, linking toy trains together, building with fine materials, writing, whistling, jigsaws and threading. And also by doing up zips and buttons, tying laces, tearing, cutting, folding, and drawing.

3. Language development

Language development starts from the very beginning with hearing, watching, laughing and crying, babbling. From this very first communication, language development moves into listening, talking, having conversations. Children practise all day long. Constantly learning new words. Language is also about rhyming, making up stories, creating poems, and skills such as reading, writing, and understanding ever more complex and abstract information. Language often makes a distinction between passive and active language skills. Passive skills include understanding language: being able to follow dialogues, orders, songs, stories, plays and films. Children learn to listen with attention and to give meaning to what they hear or see.
Active skills are about mastering language as a tool to express something you experience, feel or think. Children practise speaking, asking questions, giving opinions, telling stories and sharing information. They learn how language works, how sentences are structured and how they can organise and convey their thoughts.

4. Maths development

Number skills also start through play. Children discover the mathematical world around them by way of their body and senses. From 'I'll fit through there' to measuring height, width and depth. From taking into account just one property at a time to taking into account several properties. From randomly counting the numbers 1, 2, 7, 5, 10 to calculating 4 x 12 = 48. From stacking three blocks to working from instructions to make a castle. From



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feeling the difference between soft, hard, wet, dry, light and heavy to distinguishing between colours, shapes, structures, quantities, etc.
Arithmetic is multifaceted. It is about sorting and organising (soft-hard, thick-thin, red-green, rough-soft, etc.), seeing and creating patterns (bead necklace, mosaic), playing with numbers, experiencing space and building or drawing in it, weighing, measuring and comparing. Also, the sense of time (days, weeks, seconds, fast-slow) and rhythm (melodic and rhythmic music).

5. Creative and expressive development

This development starts with the senses, perceiving flavours, sounds, music, images and movements, feeling different types of materials. Children listen, watch and experience, and transform these impressions into their own expressions. In creative and expressive development, children discover how they can portray or express their feelings, thoughts, ideas and experiences. Creative and expressive development is very varied: singing, music, movement or dance, drawing, painting, clay modelling, graphic design. It is also about coming up with creative solutions, seeing new connections, assessing risks and seeing mistakes as learning opportunities. Children experiment with sounds, colours, rhythms, melodies, movements, ideas, and they learn how to express something using colour, lines, shapes, structure and space.

6. Moral development

This development starts with feeling you belong and that you are loved and valued for who you are. From this safety and connection, children develop a sense of good and bad, and learn to think about what is allowed and what isn't – and why. They discover that their behaviour affects others. They learn to recognise and respect differences between people. If I am allowed to be who I am, you are allowed to be who you are. Step by step, the ability to empathise with the feelings, thoughts and situations of others develops. Children learn to show empathy and experience connection as well as offer connection. Children start to understand social rules and values, such as fairness, justice, responsibility and caring for each other. They test out moral choices, practise conflict resolution, and being mindful of others. They discover that democratic coexistence demands mutual respect and cooperation. Through this, children develop ideas about how they view the world and people, who they identify with and what it means to be a 'good' person.

7. Cognitive development

This development starts with doing, experiencing and exploring. Children learn by acting independently and together with other, by exploring and thinking of solutions, with everything they encounter in their environment. This starts randomly with babies. Over time (with the knowledge and experiences a child keeps gaining) this becomes more goal-oriented and eventually outcome-oriented. The new knowledge and skills are still mainly experienced from their own perspective when children are young. As children grow older, their ways of developing and learning expand. Their increasing ability to think means they no longer have to find everything out by doing. Over the years, thinking becomes more and more logical and more connections are made. Children are increasingly looking for certain knowledge and skills in a focused way. In the process, they are more and more able to see things from different perspectives.





They develop ever more specific knowledge about people, animals, nature and technology, and gradually move towards understanding abstract concepts and philosophical questions. They become familiar with the physical world – from a grain of sand to a constellation – and learn how objects behave in different situations. For example: what happens when you pour water on paper, or how a ball will roll depending on surface and power. 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 digitisation are also playing an ever bigger role in this development. Children become familiar with technical and digital tools and applications.

8. Self-direction and enterprise.

This development also starts with random exploration of the environment. Children try 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 reach their goals. They develop willpower and learn to set objectives, make choices and act with purpose. They devise scenarios for actions, can distance themselves from a situation, and reflect on their experiences. As such, they learn from what went well and what could be better. 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 life and that you can find new solutions with creativity and perseverance.

Appendix 2.

Overview of pedagogical work plan forms

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

- Trainee professionals, apprentices and volunteers overview form
- Consent form for childcare in a 2nd core group at daycare
- Mentorship form (or digitally via Konnect)
- VE topic planning form

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- VE topic planning evaluation form
- Form for function description for pedagogic policy advisor, policy officer and pedagogic coach
- Annual coaching and training overview form
- Form for request for advice from Parent Committee on pedagogic work plan
- P&K locations annual calendar

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Appendix 3.

List of Terms

VE
VE (Voorschoolse Educatie) is preschool education and part of the educational disadvantage policy. The aim is to better prepare toddlers with a possible (language) development delay – also called target group children – for primary school.

LRK (National Childcare Register) number
This is a unique registration number for each childcare location. This number is listed in the National Childcare Register.

Staff to Child Ratio (SCR)
The ratio of the number of professionals to the number of children in the group.

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Appendix 4.

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